

CHILD WELFARE

The National Parent-Teacher Magazine

Official Publication, National Congress of Parents and Teachers

Published Monthly September to June, Bi-Monthly July and August, by the CHILD WELFARE CO., INC.

OFFICERS OF THE COMPANY

President, Mrs. Charles H. Remington

Treasurer, Mrs. George S. Wertsner

Vice-President, Mrs. Hugh Bradford

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EDITOR-IN-CHIEF: MARTHA SPRAGUE MASON

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ANNA H. HAYES

BLANCHE ARTER BUHLIG

GARRY CLEVELAND MYERS

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M. A. FERRE,
Circulation Manager

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E. TWISS,
Business Manager



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Who Wrote It



How To Use It

Dr. Lillian Moller Gilbreth heads the woman's division of President Hoover's Emergency Committee for Employment.

Thomas W. Gosling is superintendent of schools in Akron, Ohio.

Arthur Dean is widely known as the author of "Your Boy and Your Girl," syndicated articles published in newspapers throughout the country. His *Letter to a Teacher* is the first of a short series of intimate communications written especially for CHILD WELFARE.

Iva I. Sell is associate professor of Home Economics Education in the West Virginia University, College of Agriculture.

Willard W. Beatty, as associate chairman of the Committee on Recreation of the National Congress, carries on the work formerly placed under a committee on Drama and Pageantry. Mr. Beatty is superintendent of schools in Bronxville, New York.

William E. Blatz is director of St. George's School for Child Study in Toronto; professor of psychology in the University of Toronto; consultant for the Toronto Juvenile Court Clinic; and member of the research staff of the Canadian National Committee for Mental Hygiene. With Helen M. Bott, he is author of two books, *Parents and the Pre-School Child* and *The Management of Young Children*.

May E. Peabody is assistant director of Child Development and Parental Education, New York State Department of Education.

Jennie H. Barnes is a graduate of the University of Chicago and has for several years been active in community projects, religious education, and parent-teacher associations. She lives on a large farm, has a grown-up son and daughter, and a husband who shares her interest in the parent-teacher movement.

Among the National Congress workers contributing to the magazine this month are Mary L. Langworthy (Mrs. B. F.), first vice-president, and Elizabeth Guild Devere (Mrs. F. H.), chairman of the Committee on Student Loans and Scholarships.

February, 1931

Study groups! Have you ever discussed the positive value there may be in such emotions as fear and anger? Johnny is afraid of dogs; Alice is angry when little brother takes her toys. What can parents do to control and to utilize these emotions, and others? You who have young children will be especially interested in what Dr. Blatz has to say in his article, *Directing the Emotions* (page 345).

Also concerning the baby and the little child are: *Clothes for the New Baby*, by Iva I. Sell (page 333); and the Mental Hygiene hints on *Toilet Habits* (page 364).

One of the chief values of amateur dramatics is that it gives so many persons a chance to do something—actors, play-readers, stage-managers, makers and designers of costumes, experts in lighting, stage-hands and property men. Willard W. Beatty, writing on *Amateur Dramatics As a Leisure-Time Activity* (page 338), gives advice about selecting plays for young actors and lifts amateur dramatics out of the rank of mere entertainment, thus making it a vehicle for constructive and widely varying development. His advice and his enthusiasm apply equally well to play producing for children in the grades and for their high school brothers and sisters.

Equally apt for parents of children in upper grade schools or high schools are *Letter to a Teacher*, by Arthur Dean (page 331), and *Jane, Girl Scout*, by Grace T. Hallock (page 356).

In *A Leisure-Time Program for High School Students*, Part II (page 328), Thomas W. Gosling warns adults that children will follow the example of their elders in choosing leisure-time activities. Do you read good books, have art and music in the home, enjoy outdoor life, fill some time with high thinking and intelligent conversation, share in promoting some great social cause? If you don't, what can you expect for your children's leisure-time activities? The subject is one for cooperation between home and school, and for parent-teacher consideration.

Program makers will find help in the Founders Day material (pages 352-355); Mrs. Crum's *Parent-Education Course* (page 370); and *Progressive Program Planning in St. Johns, Michigan*, by Jennie H. Barnes (page 372).



MARY GRINNELL MEARS
(Mrs. David O. Mears)

established National Founders Day in 1910 and for twenty years has served as chairman of Founders Day Committee of the National Congress of Parents and Teachers.

A Valentine to Mary Grinnell Mears

BY CORA PAGE HOOVER


Our noble Founders' work, beloved Friend,
You've seen from planted seed to spreading tree unfold;
You've travelled far, and here at Rainbow's end
There waits for you a burnished pot of gold.
Its spacious depth holds infants' healthful cries,
Childhood's laughter, gay youth's lightened cares,
Enlightenment for minds' unseeing eyes,
Strong men's confidence, and women's prayers;
And it is overflowing with our love,
Wide as our nation, deep as our ocean blue,
The incense of it reaching stars above,
A brimming measure is our gratitude to you.
Our Founders' mantle at the threshold fell
Upon your shoulders; you have worn it well.

Read at Founders Day Celebration, 1929, San Mateo, California.

The Spirit of Founders Day



*Dear Parent-Teacher
Members and Friends:*

 OUR observance of Founders Day from year to year has made the month of February one of great interest to our members. Old and new members alike rejoice in the celebration of the foundation of the National Congress. We happily pay tribute to the founders whose vision was so exalted. To them all children were to be loved, protected, and guided. Their ideals were lofty and fine, and the growth of our organization is due to the fact that their love was converted into practical service for children everywhere.

Today we can pay no greater tribute to our founders than by giving our loyalty and service to the movement which they established. That loyalty should be one of understanding, appreciation, and devotion.

To serve understandingly we must consider the policies and ideals of our organization and translate them into action. It was ever in the minds of our beloved founders that we should rise above the pettiness of racial and sectarian bias and in the untrammelled light of love for all mankind seek to do good for children. The democracy of our membership has been a great broadening influence and has been of unestimated strength to the movement. It should be our sincere effort to be loyal to these ideals. It is of no avail to pledge in words our loyalty to an ideal unless our hearts and minds are true to it and we are willing to work toward achieving that ideal. We must remain free from entangling commercial and partisan alliances that may disrupt the harmony and unity of our purpose. We must understand the field of our service and not encroach upon school administration.

Our homage to the founders may be expressed at every meeting by our effort to keep before the minds of the members the policies and principles that govern us. Let us make sure that in our desire to carry out the activities of committees we do not forget that more important than the service of any or all committees is the ideal back of the whole Congress.

The growth of our organization demands that leaders constantly inform our members of our policies and assume the responsibility for keeping our units loyal to the ideals. In no greater way can we express the love and loyalty that we owe to our founders; let us seek not only to commend Mrs. Theodore W. Birney and Mrs. Phoebe A. Hearst, but to imitate them in bringing to all children love, peace, and security.

Mrs. Hugh Bradford

President, National Congress of Parents and Teachers .



Employment and the Child

THE welfare of the child is the matter of greatest interest

BY LILLIAN M. GILBRETH

as belonging to him. It is, of course, our pride and joy to earn for him what

not only to the parents of that child, but to the whole world, and nothing is so important during this period when we are facing the employment problem as to see that the children of the nation come through unharmed.

The Child Welfare Conference held recently in Washington made it clear that if the children are allowed to suffer physically or emotionally we shall have been unfaithful to our greatest responsibility.

This means that every child must have the right kind of air to breathe day and night, proper food and clothing, and must live in an atmosphere of security and peace and happiness. This is no easy thing to accomplish at a time when many of us have not the money to get for him the things he needs, and are ourselves neither secure nor at peace nor happy. For the home whose adult members are unemployed, or threatened with unemployment, the problem becomes one of putting the child's welfare before everything else, even to the extent of being willing to accept from others the things which the child needs. He belongs not only to himself and his home, but to the country, and it is the country's responsibility to see that he has what he needs, and his parents must be willing to take this for him

he needs, but if because of economic conditions we cannot do this just now, we must be willing to let the country help us—as a direct loan, if this can be arranged; if not, as an indirect loan which we can pass on to someone else at some other time when it is easier to give.

President Hoover's Emergency Committee for Employment has as its prime object the securing of a job for everyone, and it is only a matter of time until this will be done. The homes of the country must have faith in the President, the Committee, and the people whom they represent, and must pass on this faith to the children, not only by what they say to these children, but by the way they feel and think, for the child responds to what one feels, first, then to the way one acts, and, last of all, to what one says.

The home which is not facing the employment problem has the responsibility of organizing all of its members to help solve the problem. Father may be able to contribute through seeing that his business or industry discharges none of its workers, and assuming some responsibility for those who have been on the pay roll but have been discharged during a year or more. Mother as a homemaker may use the Emergency Com-

Dr. Lillian Moller Gilbreth is the recently appointed head of the woman's division of President Hoover's Emergency Committee for Employment.

Dr. Gilbreth holds many college degrees, for twenty years was a collaborator with her husband on efficiency methods in industry, and since his death has carried on his work. She is the author of several books and the mother of eleven children.

mittee's check list for Care and Repair of the House to find work that can be done and notify the local employment committee of the help she can use. As a member of the parent-teacher group she may assist the children in the schools who need supplementary feeding or clothing or a chance to earn these. The children may learn the meaning of wise spending or of saving in order to help those who need things more than they do.

This is a splendid time to establish a family council and to see that as many aspects of the employment problem as possible are discussed in the family group, so that the family may be cooperating not only as individuals but as a group who plan and perform together.

The President's Emergency Committee

for Employment is preparing certain guides which may be useful. The first is a check list on Care and Repair of the House, which is available from the Committee or through the nearest home economics expert. Throughout the country, in the cities and rural districts alike, the home economics experts have volunteered to advise the homes on wise spending and to help the family solve its problems in the way which will be best now and permanently.

This is an emergency situation, but the problems we face are not new, and anything we can do will be valuable not only temporarily but permanently. If, when the situation is over, we find that we have been able not only to "spruce up our homes," as Colonel Woods says, but also to spruce up our thinking, we shall have done a fine job.

HOT SPRINGS AND ALL ARKANSAS WANTS YOU HERE



Arlington Hotel, Hot Springs, Arkansas. Convention Headquarters, National Congress of Parents and Teachers—May 4-10, 1931

A Leisure-Time Program for High School Students

BY THOMAS W. GOSLING

PART II

Durable Satisfactions

IN making plans for life, one is called upon to choose between those things which are fugitive and temporal and those other things which have lasting value. We do not want to have a world of prigs or of persons who are altogether too serious. Pure delight, if only of short duration, needs no defense. But that careful planning for life which is a part of the problem of the high school age requires fixation of attention upon some things that will last beyond the moment. These durable satisfaction, as President Eliot called them, should be brought into the focus of the attention of high school students.

Outdoor Life

THERE are certain physical activities which may bring health and joy throughout all the years of life. Obviously, violent exercise, such as is required in football, basketball, or tennis, cannot be indulged in safely beyond the period of youth or very early middle life. There are certain other forms of physical exercise like walking and gardening which are appropriate for all ages.

Some of the most energizing activities are

developed through an interest in outdoor life. The love of the out of doors seems to be an inheritance from racial experience; so when we find delight in swimming, in camping, in canoeing, or in tramping through the woods, we are really returning to a state of nature. Our appreciation of outdoor experiences may be greatly heightened if we have some knowledge of geology, zoology, and botany. A day in the woods spent in company with one who knows the trees, the rocks, the flowers, and the birds may be a bright spot in human experience. If we wish our high school students to have these joys in fullest measure, we need to stimulate their interest in the æsthetic and in the scientific aspects of the outdoor world.

At this point again, I wish to emphasize the importance of the part which civil society plays in the education of youth. The home and the school cannot do everything. Many thousands of our high school boys and girls live in cities where the opportunities for the enjoyment of outdoor life are very limited. Organized society has an obligation to supply some of the deficiencies which city life entails. Parks and playgrounds within the cities and forest areas



nearby will make it possible for urban youth to have experiences which otherwise would be lacking. The absence of these would leave education for life incomplete.

Expression Through the Arts

THE great resources afforded by music, the plastic arts, dramatics, and writing in prose and in poetry are available for many in whom intellectual and æsthetic activities call for appropriate expression. All of these resources may be made available to high school students through the proper kind of instruction in school and through encouragement given by the home and by society.

Some Guiding Principles

IN the selection and the presentation of a leisure-time program, the aim should be first of all to provide something suitable for individual needs and capacities. We should offer many different patterns from which a person may choose according to his own desires. If work tends to standardize, recreation should restore the balance by encouraging infinite variety. The supervision given by teachers and parents to the occupational activities of students should yield to the free play of that individual choice which each one makes for the purpose of providing stimulating activity and solace in the time of need.

Value of Individual Activity

THE activities developed by the schools for the leisure-time purposes of students are likely to overemphasize the mass instead of giving due attention to the individual. There is a danger in this tendency in so far as it is possible to emphasize social relationships at the expense of individual self-reliance. Individual will is weakened when it is stimulated to activity only through the impulse of mass association. For this reason those solitary occupations which require individual application seem to me to be of high merit, for no one will engage in them unless he has determination and persistence. Gardening, for example, is almost unsurpassed as a form of

recreation. A person who engages in gardening as a leisure-time activity is not obliged to assemble a crowd or to have a mass of curious spectators about him. He works alone close to the soil and finds refreshment in individual action. We have today too much dependence upon the crowd. We have too many people in the bleachers.

One dangerous tendency in education and in life outside of school arises out of the social nature of man. There may be too much socialization. There may be too much dependence upon group action and too little upon self-activity. We ought not to forget the lesson which Roman history teaches. The great spectacles provided for the entertainment of the masses without charge were demoralizing influences in Roman life. There is no reason to doubt that similar results will follow similar action in our own day.

It is wise, therefore, in organizing a leisure-time program for high school students that we help them to discover and to develop their own inner resources instead of depending upon others. For this reason, a comprehensive program of intramural sports in which all may participate is much to be preferred to the organization of highly specialized contests in which only a few can take part while most of the students are forced to be merely spectators.

Social Service

MANY of our high schools already are training pupils in various fields of social service. Squire and Scroll clubs, organizations of the Junior Red Cross, Hi-Y clubs, and the Girl Reserves exemplify the efforts of the schools to give to their students the larger social vision which will enable these students when they become adults to bear their share of the burdens of society. Today the leisure-time activities of unselfish men and women are making it possible to give relief to the poor, to visit the sick, to combat evil in public places, and to make and maintain high standards of civic virtue. If society is to continue to struggle against the evil forces within which threaten its destruction, it must depend upon the high-minded service

of persons who are willing to devote some of the margin of their time to public causes.

No one who knows well our public high schools today can doubt that the future of America will be in good hands. Leisure time spent in the service of society yields rich returns to the individuals who offer it. Our high school boys and girls are learning the meaning of service and already in their own ways they are rendering service of much merit.

More Leisure in the Years Ahead

THE students who are going through our high schools today will enter adult life at a time when there will be more leisure than the world has ever known before. Industrial organizations and general economic conditions are making it possible to support life with shorter hours of labor. We are coming to the view that we do not live in order to labor, but that we labor in order to live. Life—rich, full, abounding life—is the chief objective.

Now what are we going to do with this leisure unless our high school students learn in their youth to use it in energizing ways?

Conclusion

CHILDREN will do what their elders do rather than what their elders say. Do you read good books? Do you have music and art in the home? Do you enjoy the great out of doors? Do you spend at least a part of your leisure time in promoting great social causes without thought of profit to yourself? Do you fill some of your leisure time with high thinking and with noble conversation? How do you spend your leisure time? Your children will do what you do. High school students will take their leisure-time program not alone from the instruction offered in the school, but also from the example set in the home. For this reason a leisure-time program for high school students cannot be developed by the school alone. It can be developed only by cooperation between the home and the school.

BULLETIN BOARD

February 17—Founders Day of the National Congress of Parents and Teachers

February 19-21—Annual Convention, Vocational Guidance Association, Detroit, Michigan

February 22-26—Department of Superintendence, National Education Association, Detroit, Michigan

Parent-Teacher Section Meeting, February 24

Program: The Significance of the Parent-Teacher Movement

From the Viewpoint of the National Organization

Minnie B. Bradford, President, National Congress of Parents and Teachers

From the Viewpoint of the School Administrator

Orville C. Pratt, Superintendent City Schools, Spokane, Washington

From the Viewpoint of the Classroom Teacher

Jennie B. Smith, Marr School, Detroit, Michigan

How May the Parent-Teacher Association Aid in the Solution of Important Problems Now Confronting Education in America?

Dr. Charles H. Judd, Director, School of Education, University of Chicago

February 26-28—Annual Conference, Progressive Education Association, Detroit, Michigan



Letter to a Teacher

By a Reformed Teacher
ARTHUR DEAN

DEAR TEACHER:

IF you want to get a first class talk against drunkenness listen to a reformed drunkard. If you must get first-hand information on whether honesty pays consult the habitual criminal. So if you require first-class advice regarding teaching ask one who would, if he were back in the classroom, label himself "A Reformed Teacher."

The first day I taught school a big boy grinned at me. I said, "What are you grinning at?" "You," said he. Thereupon I seized him by the nape of the neck and laid him over a saw horse (at that time I taught manual training). What a conceited pup of a pedagogue I was to think so much of myself that I had to assume that the boy was maliciously grinning at me!

My next pedagogical break was when I smashed a footstool which a manual training boy had made, because it was not done well enough to suit me. How I gloried in that act! For weeks as I saw him puttering over it, replacing parts, sandpapering instead of planing, and finally surreptitiously using putty to cover the defects, I had said to myself, "Wait, you little fool, until it is done and I'll fix it good and plenty."

February, 1931

And I did. What a blankety blinkity fool I was! I, a teacher, a man supposedly of good birth and training, crushing in one blow the work of a boy's hands, head, and heart, just because my foot rule could not measure a boy's heart or my iron-squared mind didn't know enough to measure a boy's good intentions. Long after, I learned that the material for that footstool had been earned without the knowledge of the boy's mother and that it was to have been a surprise for her. What an idiot I was!

σ

Then came Roger! Now Roger was notoriously bad. Didn't everyone say so? Naturally (for me, a poor fish of a teacher) I lay in wait for him. Ready to pounce on him at the first outburst of misbehavior. I had not long to wait. Within an hour he had "insulted" me (Lord knows how often teachers get "insulted"). I grabbed him. The first thing I knew I was holding most of his shirt in my right fist and the boy had jumped through the window. Roger had left a memento of his first school day of the new school year—a piece of shirt. It's among my souvenirs.

The principal of the school told me I'd better go to the boy's home and apologize to the mother. After much wandering around on my bicycle I found the boy lived five miles from the school. I knocked at the door and said, "I'd like to see Roger." "He is not at home," was the reply. "But isn't it time?" I asked. "Oh, I don't know," was the reply, "sometimes he never comes home. He ain't much, you know. His father's no account and he's his dad all over again. What did you want?" I paid her two dollars for the shirt and apologized to a mother who didn't see anything to apologize for. In fact said, "Lick him some more, it will do him good."

Every teacher at heart is a human being. Every one of us has been a child and a pupil. But, like me, many a teacher seems to forget this common fact when he becomes a teacher. Many of us teach as we were taught—not as we were taught to teach—but just as we were actually taught.

I whipped because I was whipped. I threatened because I was threatened as a pupil. I said, "dunce," because I'd heard it said. I stood the youngsters in the corner because it had been done in my youth. I taught shop work and not boys. I taught algebra and not youth. Thank Fortune, things are different these days!

I got interested in Roger. His devil-may-care attitude was actually stimulating. His ability to slip from under and go through a window intrigued me. His absolute lack of interest in me made me angry. So I became interested in him. His home situation was something terrible. But never a peep of it from him. He would never have had a shirt or a stitch on his back except through his own earning power. He would never have had to go home ex-

cept through his own volition. He could have played truant forever as far as his parents were concerned. He was absolutely honest about money and could have been trusted with anything or anybody—If.

And what do you suppose that "If" was? SIMPLY IF ANYBODY TRUSTED HIM. Thank God! I woke up. I trusted him. He reformed me.

Now, teachers, I have confessed this sad tale of a past life that I might get the sinners in the profession of teaching to come forward and confess their mistakes, or if they prefer as they pass down the aisle I will give them a special invitation to read the next issue of CHILD WELFARE, in which this letter is continued under the title "DO YOU KNOW YOUR PUPILS?"



Summer Round-Up Medals

Will be awarded at the 1931 National Convention in Classes A, B and C to



1. The State Branch having the largest number of units carrying through the 1930 Campaign.
2. The State Branch registering the largest number of local units in the 1931 Campaign before April 15th.
3. The State Branch registering the largest percentage of its local units in the 1931 Campaign before April 15th.

The Branches have been divided into Summer Round-Up Classes according to units as follows:

Class A—Branches having over 600 units

Class B—Branches having between 200 and 600 units

Class C—Branches having less than 200 units.

The unit membership is based upon the report of the National Treasurer for the year ending April 14, 1930.

Class A

California
Illinois
Iowa
Michigan
Missouri
New Jersey
New York
Ohio
Pennsylvania
Texas

Class B

Alabama
Arkansas
Colorado
Florida
Georgia
Indiana
Kansas
Kentucky
Massachusetts
Minnesota
Mississippi
Nebraska
North Carolina
North Dakota
Oklahoma
Oregon
Tennessee
Washington
West Virginia
Wisconsin

Class C

Arizona
Connecticut
Delaware
Dist. of Col.
Hawaii
Idaho
Louisiana
Maine
Maryland
Montana
New Hampshire
New Mexico
Rhode Island
South Carolina
South Dakota
Utah
Vermont
Virginia
Wyoming



Clothes For the New Baby

BY IVA I. SELL

FVERY wise mother-to-be wants to be practical. For this reason the selection of the infant's layette is a responsibility as well as a problem. Is anything, anyone more important than the expected baby? Certainly not! The application of the very best scientific information is none too good in the choice of the infant's clothing. It is evident, then, that softness and exquisite daintiness are hardly enough to satisfy the waiting mother who is planning the clothes for her little one.

A well-chosen layette may contribute directly to the health of the baby in the first days and weeks of its life. The city mother-to-be may have access to a number of infant welfare organizations in addition to extension workers and public health organizations. The country mother-to-be can also get helpful personal advice from the community or county nurse, from mothers' clubs, as well as from the various extension workers. She can often get helpful advice from her doctor, whom she should engage early.

While at present there is no standardized

information on the subject of the infant's layette, there seems to exist enough similarity in the literature available from

the various divisions of child welfare, infant welfare societies, pediatricians, and nurses to make it possible to set up rather definite, though tentative standards for the characteristics, the types, and the amount of clothing which should be assembled. It is to be assumed that there is a tendency to include too much rather than too little in the layette. The very fact that the mother-to-be is showered with gifts frequently eliminates her concern to plan for the so-called accessories even though she has a special taste for

them. In this discussion, then, let us assume that we are interested in a layette which includes the minimum essentials (not charity essentials, but rather the average, comfortable essentials).

Simplicity a Prime Essential

THE baby's clothes should be simple. Elaborate clothes may flatter or satisfy the vanity of the parents, but have no mean-



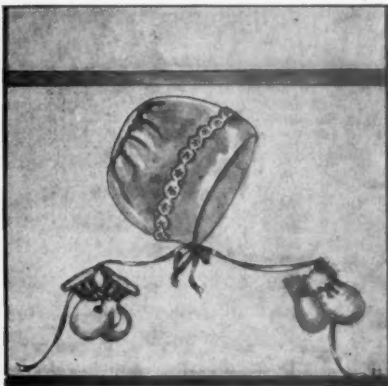
ing to the baby whom they are to adorn. A simple, washable outfit should be selected for the baby. It may be as fine and dainty as the mother can afford, but it should admit of constant washing.

The clothing should be adapted to the temperature of the room, to the weather, and to the climate in general. The amount worn by a baby may range from a diaper alone (in the hottest weather) to a complete outfit (in the coldest weather, or for a cool room, and out of doors) consisting of a shirt, stockings, flannel slip and dress, with a coat, cap, and booties.

The baby wears clothing chiefly to keep him warm. His heat-regulating apparatus is not as well developed as that of an adult. He may suffer not only discomfort from extremes of cold and heat, but illness as well. Young babies and those who are delicate need to be protected because they are easily chilled. Strong babies quickly adapt themselves to the prevailing temperature; as they become more active and grow older

mer baby. This is especially true in stove-heated houses. Much less wool is being used at present than formerly. Many of our city houses and apartments are warm enough to keep the baby comfortable in the coldest weather without any woollen garments in the layette. Since there exists a decided difference in opinion as to whether or not the baby should wear wool, the mother should seek the advice of her own nurse, doctor, or pediatrician. If the doctor or nurse has no preference, then you may be guided by the textile aspects which will be pointed out in connection with various parts of the layette as they are brought up in this discussion.

The prospective mother asks herself, "How many garments shall I need? How shall they be made?" The keynote in the answer to the second question is, of course, simplicity. The location and type of fasteners are important. Care should be taken in planning the garments so that the child will not need to lie on bulky rosettes of ribbon, heavy knots or bows of tape, or large buttons and safety pins. Plan to have as few buttons as possible and try to place them so that the baby will not lie on them. Many mothers use the front or shoulder closing for the entire outfit.



Baby's Haberdashery

they are frequently too warmly dressed. Overdressed babies are likely to be restless and fretful.

The Use of Wool

TO answer the ever-recurring question, "Shall the baby wear wool?" one needs to consider conditions. For instance, it has already been said that the chief function of the baby's clothing is to provide needed warmth. It is obvious, then, that the winter baby may need more warmth than a sum-

Diapers

THE numbers of articles about to be listed provide comfortable essentials for the average baby. Three or four dozen diapers are generally recommended. Four dozen seems to be a satisfactory number; three dozen is perhaps a minimum and may mean washing every day. It is evident that the exact number of napkins depends upon the washing facilities. Authorities differ in their suggestions for the size of napkins. Many mothers like to have two sizes. The materials most frequently used are outing flannel, cotton flannel, and birdseye; for the smaller size birdseye or outing flannel are good, and cotton flannel for the larger size. Birdseye wears better than cotton flannel and does not grow fuzzy or produce lint. The lint from some cotton materials can become a nuisance inasmuch as it often gets under the baby's nails and into his eyes. It

is true, however, that birdseye is more expensive than cotton flannel. If the napkins are made at home the material should be shrunk before it is cut or the napkins may not fold square.

It is sometimes suggested that two dozen cheesecloth napkins be added to this supply. These, if used, are made of one yard of cheesecloth, folded twice so that the napkin is one-half yard square and has four thicknesses, which are stitched together diagonally and around the edges. These are very soft and absorbent and make excellent first diapers. They may be used for inside napkins later. Mothers, however, often plan to use old cotton material for inside pads. These are destroyed and laundering is made easier. Any type of pad that can be discarded after use, be it old cotton cloths or cellucotton materials, reduces the laundering problem. A precaution to be observed is that a diaper which is too heavy and bulky may cause thigh deformities.

Three outing flannel bands which are merely torn strips, 6 by 27 inches, are needed. Sometimes old muslin strips or parts of underwear can be used for this purpose. These bands, of course, are worn only a short time and are then discarded.

For the shirt, cotton or cotton and silk mixtures are generally recommended. Three of them will be sufficient at first. Wool shirts seem no longer to be considered essential, since they are hard to wash, tend to shrink, cannot be boiled, and often irritate the skin; cotton and wool or silk and wool mixtures are often advocated, but usually only for winter babies. Size 2 is very quickly outgrown; some mothers feel that size 3 might be even better because the baby will soon grow into the longer shirt with the longer sleeves. The coat variety keeps its shape better and is less bulky than the cross-over kind.

Three or four petticoats, with shoulder closings, are sufficient. These may be of nainsook; for winter babies some of Vyella flannel, which launders well, may be de-

sirable. Slips are usually made about two inches shorter than the dresses for which they are intended.

The gowns, three or four in number, should have long sleeves. Raglan or kimono sleeves give freedom of movement, which is to be desired. If gowns are made from 27 to 30 inches long it is possible to tuck them in at the feet. By putting a drawstring in the hem you have a sleeping bag. Outing flannel and flannelette are good materials for the gowns, although many mothers prefer knit fabrics. This is purely a matter of taste.

Three kimonos made of outing flannel will be found useful. The chances are that the baby will practically live in his gowns and kimonos during the early weeks of his life, and for this reason fewer dresses are needed.

Baby's Dresses

AND now for the dresses. Four simple dresses will be enough. These should be of fine soft material, preferably of nainsook, batiste or dimity. The baby does not outgrow the kimono and raglan sleeve as readily as he does the set-in sleeve. It has also been found that the raglan sleeve wears better than the kimono sleeve because there is less chance of its pulling out under the



arm. As to the length of the dresses, there is a great variation of opinion. The lengths mentioned vary from 18 to 27 inches, but in general, dresses are shorter than they formerly were. For economy, both in time and expense, the shorter dresses are recommended unless extra length is required for warmth. They need not be more than one to one and one-third yards wide at the bottom.



Baby-Bunting Cloak

For the winter baby, one pair of booties might be added to the list of garments. Most mothers say, "Friends will give these," or "Small babies do not really need them. If they wear them it merely means more work to keep them clean."

For the winter baby, three pairs of cotton and wool or silk and wool stockings should be supplied. Silk and wool mixtures wear better than cotton and wool mixtures and do not tend to grow harsh in laundering. As with shirts, it is wise to buy the larger size. By the time the baby really needs them, he will require size 2 instead of size 1.

A light-weight wrap should be included

in the first supply. Two knit saques of the six-months size may be desirable.

The outside wraps may be added after the baby is born. However, it is well to bear in mind that it is better at first to have a small wool or cotton blanket in which to wrap the baby. Later a cloak of "baby-bunting" with an attached hood is good. It may be made out of a blanket

remnant or purchased ready made. There is one on the market at the present time which has flaps to be buttoned over openings so as to keep the hands and feet well protected. The flaps may later be cut off, and thus the baby has a coat for the second winter.

Begin Early

FINALLY, assemble the layette early. Have one definite place for all of the supplies and the layette, whether the confinement is to take place at the hospital or at home. In any event, preparedness will be a help in the case of emergency and will prevent confusion and delay.



MRS. HUGH BRADFORD

President of the National Congress of Parents and Teachers, and Phæbe Hearst, great-granddaughter of Mrs. Phæbe A. Hearst, one of the founders of the Congress

A Message from **Rabindranath Tagore**

THE opening of the Suez Canal has freed the path of commerce between the two great geographical divisions of the world. My appeal is to open up the channel for the commerce of culture between the Western continents and my own country, India, which represents the East, for through such freedom of communication will be fulfilled a most important mission of education. Mountains and seas cannot obstruct the fact that deep in our beings we need you and you need us, for we are kin.

Rabindranath Tagore

As the poet has been prevented by illness from greeting you individually from the public platform, please consider this as a personal message to you.

Two hundred paintings by Tagore are being exhibited in America. Watch the papers to see if they come to your city. These have been hailed in Europe as the beginning of a new era in Art. The Art Gallery of Toronto says: "These are genuinely naïve and original expressions; extraordinary evidence of eternal youth persistent in a hoary and venerable personage."—EDITOR.



Rabindranath Tagore

Summer Round-Up Chairman

DR. LILLIAN E. SMITH, of Michigan, recently appointed chairman of the committee on the Summer Round-Up of Children, when requested to let CHILD WELFARE readers know something of her life and training, wrote as follows: "I was born in Michigan, educated in Massachusetts, received my medical training in Tufts Medical School of Boston, and hospital training in the New England Hospital for Women and Children, Boston; Memorial Hospital, Worcester; City Hospital, Manchester, New Hampshire. I began my public health work in Michigan as field physician for the Bureau of Child Hygiene and

Public Health Nursing in March, 1924. In July, 1925, I was appointed Director of the Bureau, which office I have held ever since."

The Congress welcomes Dr. Smith to her important position. She fills the vacancy caused by the resignation of Mrs. Bruce Carr Jones, who, on account of illness, was obliged to give up her position as a member of the National Board of Managers. As a state president, a national vice-president, and a national chairman Mrs. Jones gave long and valuable service to the Congress. Her many friends and co-workers regret her illness, and wish for her a full measure of health for the future.

Amateur Dramatics As a Leisure-Time Activity

BY WILLARD W. BEATTY

WHEN a committee on secondary education a dozen years ago set up the seven cardinal objectives for the high school, in which "wise use of leisure time" appeared for the first time, its recommendations were largely prophetic. In the years which have elapsed since that document was published, modern industry has traveled rapidly toward the realization of the prophecy—in fact far beyond the most optimistic hopes of prewar years. Despite the current business depression, the evidence coming from such industrial leaders as Henry Ford indicates a shorter work-

ing day as well as a shorter working week, in not far-distant prospect.

With such possibilities before us, it will require the best planning of our educational and welfare institutions to equip the coming generation with the tastes and skills to make wise use of the leisure time which will be at the disposal of the average man.

The best form of human relaxation is emphatically that form of recreation which demands active participation rather than passive reception. A game of Tom Thumb golf is infinitely to be preferred to a seat at the movies, while a real game of golf or



HANSEL AND GRETEL—Act II—Asleep in the Woods

tennis, a part in an amateur dramatic production, or a share in an amateur orchestra not only calls into play desirable personal activities and satisfactions, but also creates constructive social groupings.

Advantages of Dramatic Activity

OF the types of activity mentioned, dramatic and musical groups offer much personal satisfaction at the moment, and have the additional advantage of stimulating interest in allied arts. In amateur theatricals a well-organized group, in addition to its players, furnishes opportunities for play readers, stage managers, costume designers, technical experts in lighting, as well as a mass of costume makers, stage hands, and property men. This is unequaled by any other form of activity. Youths who would object to putting forth the necessary effort to roll a tennis court so that they might indulge in a game at the conclusion of their activities will frequently vie for the privilege of doing the hard and dirty work that is necessary backstage.

Drama groups in our public schools and little theaters have responded to the creative stimulus of Gordon Craig and Max Reinhardt abroad, and Robert Edmund Jones, Norman Bel-Geddes, and others here in America, who have brought into the theater a new and fascinating opportunity for creative expression on the scenic side. These groups no longer have their single interior set tucked away at the side of the stage to be used on all occasions, glowering with hideous rococo heaviness upon the feeble efforts of the actors. Those who plan and construct settings are now offering adequate and sympathetic background for the theme and action of the play.

The discovery that the glaring footlights and brilliant white borders of the Follies

do not represent a mature use of light and color opened up fields of experimentation with a variety of colored lights, with borders, foots, and floods controlled when possible by dimmers. The electrician has learned that he also is capable of adding unexpected qualities to the lines and emotions of the player by his control of the amount, color, and modulations of the lights.

All this may sound complicated and expensive, as of course it may be. Nowadays the mechanical aids which we may summon to our assistance are seemingly limitless. But I have witnessed ethereal beauty brought about by the use of a few dishpans with a cluster of light sockets in the center of each, set on crude wooden easels and with colored tissue paper, taking the place of the usual sheets of gelatin. The pride and satisfaction growing out of diffi-



Practical Arts—Building the Scenery

culties surmounted by means of such simple homemade apparatus is frequently much greater than might come from the solution of the same problem by the use of ready-made aids. In stressing these less apparent phases of dramatics, I may appear to misplace the emphasis—but it is because so many persons neglect them as secondary that I feel it important to point out that they may open up a gold mine of unexplored possibilities.

Let us realize that the underlying purpose of amateur dramatic work is the growth and satisfaction furnished to the participants. The audiences are secondary.

Choosing the Play

Now let us turn to other phases of play production, the first and most important of which is the selection of the play. Ultimately, an experienced group which has worked together a great deal and learned some of the strengths and weaknesses of its members may attempt the creation of an original play. However, this may be thought of as a postgraduate problem. It is far wiser, and will lead to greater success for all concerned, to choose a thoroughly good play by a recognized dramatist.

It will soon be discovered that most suc-

cessful plays are copyrighted and may only be used through payment of a royalty. This fact should not deter us from using them, because we should recognize that the success or failure of the venture depends on the play itself, and we should be willing to pay a fair proportion of our receipts for the privilege of using the best available. Royalty, after all, is likely to be a very small fraction of the money which we shall probably be forced to pay for the more mechanical aspects of our productions, and I have never known the time when I would not personally have been willing to deduct

from the costumes or scenery the cost of the royalty for a good play. After all, a good play can be done in street clothes on a bare stage, and if well acted will "get over," but a poor play in silks and velvets before the most elaborate scenery will be a lamentable failure.

Time should be taken in choosing a play. It is well to consider first what kind of play one wishes to give. My own experience indicates that the greatest satisfaction as well as the best results are obtained when the play demands a reasonable exercise of imagination upon the part of both actors



Household Arts—Making the Costumes

and audience. "Captain Applejack," "Kismet," and "Seven Keys to Baldpate" are three examples of totally different kinds of plays, each one of which successfully fulfills this requirement. The choosing committee should read a number of plays, silently and aloud. The one which appeals most strongly to a majority of the committee should then be carefully studied for its suitability to the production facilities available. Also, its structure should be examined to be sure that it has real dramatic acting power and will be as successful on the stage as in manuscript.

February, 1931

Getting Acquainted With the Play

WHEN the decision has been reached, enough copies of the play should be obtained so that each prospective member of the cast may have one. Practically all copyright plays may be obtained in reasonably inexpensive editions through a play broker. Time should be taken to read the play as a group, and then to discuss its possibilities, attempting to reconstruct the point of view of the author and to bring to life a majority of his characters. Many an amateur play has failed because at no time during the course of its preparation did the entire cast sit down and intelligently get acquainted with the play. Where such preliminary planning is omitted, each actor develops his own characterization independently of all the others, and many times the development is at cross-purposes with that of others.

In our high school in Bronxville, New York, last year, the advanced dramatic group decided to stage A. A. Milne's "The Ivory Door." Weeks went into a study and discussion of the play, not its dissection in the style of an old-time English classroom, but an attempt to understand its many subtle allusions, its satire, and its fantasy. Through this experience the play became alive, and when it came to final production a majority of the class lived rather than acted their parts, and by this means the audience was more completely taken into the heart of the play and rewarded for its patronage and support.

No director has a right to dictate the characterization which shall be adopted by an actor, but a director is not true to his job if he does not demand that the actor explore his projected characterization with every particle of intelligence at his command.

These are only sketchy suggestions, but I hope they may have indicated that in amateur dramatics lies one of the most valuable and productive forms of "wise use of leisure time."

—Contributed by the Committee on
Recreation.

February, 1931



Why doctors are recommending KARO for Growing Children

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More Adventures of the Fink Family

BY GARRY CLEVELAND MYERS

V

GRANDMA FINK arrived. She had been expected. Phil ran to get his report card, but Phyllis didn't. Grandma went off to her room and came out with a toy airship for Phil. She had promised it to him if he got all A's on his report card. She had also brought a very tiny one for Phœbe. Nothing for Phyllis. Poor child! How she melted as she shrank out of sight.

"How proud I am of my boy's work at school," Grandma said. She followed Mother Fink to the kitchen and kept talking about Phil.

Phyllis listened. She heard a few words now and then.

"Not like Phil. . . . Just as bright, but bad in arithmetic. . . . She is too fond of a good time. . . . With the other girls or they with her most of the time. . . . Angry at her when he saw her last report card. . . . But she always has been very good to little Phœbe and we can depend upon her for almost anything. . . . You know she is Dad's favorite."

The last words cheered Phyllis.

"You know I have no favorites. I try to treat all my children the same. Love 'em all alike."

Phœbe wanted some attention and carried her toys to Grandma.

"Phil take dime. Phil lie. Daddy whip Phil. . . . Daddy love Phil. Mama hug Phil." Grandma couldn't understand, and Phil, observing the fact, felt very happy that she couldn't.

Evening came and Grandma was seated at the supper table with the other Finks.

"No, Phœbe, no pickle. When you get as big as Phil you can have it."

"Why don't you let the little thing have a taste?" pleaded Grandma. "I raised twelve children and we let them eat everything. Look there at Phœbe's father. Pickle never hurt him. This new-fangled stuff about feeding children is all nonsense."

Phœbe took the cue, wailed for pickle, and Dad interceded; but Mother Fink stood firm. Still encouraged, Phœbe gave promise of prolonging her whines and cries, when Fido gave a yelp at the cat.

"That good-for-nothing dog!" said Mother Fink as she slipped away the pickle; and Phœbe forgot it for the time.

Phil said something about arithmetic. Phyllis had a sinking feeling in her heart.

Then Grandma began: "I don't see why you have such poor grades in arithmetic, Phyllis. You are more than a year older than Phil and look at his arithmetic report. You do well in other subjects. Miss Morningstar thinks you don't work hard enough. And how about those remarks on your report card about not paying attention and about bothering the other children?"

"That's right," interrupted Phil. "I heard Miss Morningstar tell you this morning not to bother Reta Bope."

"None of your business!" shouted Phyllis.

"Now, Phyllis, don't be so ugly," begged Mother Fink.

Phil was in his glory, but never were there darker moments for poor Phyllis. She was so angry at Phil that she almost wished he were dead.

Phœbe had got down from her chair to run about. While Father and Mother were absorbed in Phyllis, Grandma slipped a small piece of pickle to the baby.

"Dood!" said Phœbe as she smacked her lips. No one knew of the pickle perfidy and pleasure except the oldest and the youngest present.

Dad, observing Phyllis's suffering, intervened: "Don't worry about Phyllis's arithmetic. I always had poor grades in that subject. Grandma, you remember what a time I had; and my father, too, was poor in number work. Some people are just born that way."

"It is easy to see that Phyllis is your favorite, Andy. If you are not careful you will spoil that child, talking in that way to her.

"Do you wash the dishes with these two able-bodied children here?" Grandma went on. "I always said you would spoil your children."

"That's just what I have told Mother over and over," observed Father. He turned to the children with a gruff command:

"All right, kids, you'll wash these supper dishes. Phyllis, you wash them, and Phil, you dry them."

Both began to grumble but they went to it. Pretty soon Phil was missing. He had gone to the bathroom. Phyllis stopped to read the funnies. Half an hour had passed and little had been done. Father finally got them on the job again, and ordered both to stick by the dishes till they were finished.

"My, how these children quarrel. Why don't you do something about it? They make more noise than my whole dozen did. Come here, Phœbe. What do you want? Let Grandma help you. Grandma knows what babies like. There, there, Grandma always has a little candy."

Mother Fink did not know what to say or do. She had never given the baby candy.

"These children make my head ache. They're so noisy. I don't see how their father stands it with that head of his."

All at once Father Fink remembered the headaches he used to get and immediately one came on. Soon he expected the older children to go about on tiptoe and speak almost in a whisper.

"Phyllis, I wish you would go up to my room and bring down the scissors for me," Mother said. Phyllis hesitated. Grandma Fink looked up but did not say a thing. Phil, understanding her, observed his opportunity to win more praise.

"I'll go, Mother," he volunteered, and came back with the scissors in a jiffy.

"Thanks," said Mother tenderly.

"What a good boy Phil is," added Grandma Fink. "Phyllis, you ought to see your cousin Marjorie, just your age. I never saw a more helpful and obedient child than she is. You won't always have your dear mother, and when she is no more and your grandma is dead and gone, Phyllis, you'll be sorry."

Phyllis chewed her hand in silent rage. She wished Marjorie were right there so that she could slap her, and she hated Phil:

"Grandma," interrupted Father Fink, "I wish you would tell Phyllis of the time when you were a little girl."

Phyllis was not at all interested at first, but as Grandma Fink told of the games she and other children used to play, of the way she used to coast in winter down the big steep hills and go skating on the pond, Phyllis brightened up. By and by she was sitting close beside her grandma begging her to go on. "I wish, Grandma," she said with a hug, "you could be here to tell more stories like these every evening." Phyllis was entirely happy. Phil was not. He felt a little blue, although he did not know the reason why.

Then Father Fink, sitting between the two older children, told them of the times when Grandmother sat for hours by night and day caring for them when they had the measles and their mother was in the hospital with the flu.

"Yes, yes," said Mother Fink, "I do not know what might have happened to us all but for Grandma. And then when Phœbe had pneumonia, and when you children both

(Continued on page 383)



First Board of Managers of the National Congress of Mothers. Mrs. Alice M. Birney (left) and Mrs. Phæbe A. Hearst (right) are in the center of the front row.

THE VOICE OF OUR FOUNDER

BY EVELYN S. ENSIGN

The day I lit my taper small, I prayed
That you would keep it burning. Now I see
The love I visioned, true. With spirit glad
I've watched your labor. I can see the child
Running with eager feet, and unafraid
To meet the years ahead. Never will you
Give up your vigil for beyond the years
Wher'er the cross roads meet I see you stand
Guiding the steps of youth; the talisman
Of Love and Service tight clasped in your heart.
I somehow knew that you would keep the faith
And guard the child; far greater than all gold
Are the returns. My pride in you is large;
The taper that I lighted then with prayer
Has now become the soft illuminant glow
Of myriad candles, lighting up the world.

Parent-Teacher Bulletin, Kansas City, Missouri.

Training Our Children

For Study Groups and Parent-Teacher Associations

Directing the Emotions



ALTHOUGH it is very difficult to define an emotion satisfactorily,

there are few parents who fail to recognize emotional behavior on the part of their children. The interpretation of such behavior needs keen insight, infinite patience, and an understanding of the emotional development of children.

Johnny is transfixed with fear at the sight of a dog! What to do? Alice is possessed with a demon of rage if little brother takes her toy! What to do? George is insanely jealous of the attentions paid to his younger brother! What to do? Lily runs to the attic when strangers appear! What to do? James quarrels with his playmates and comes home crying because they refuse to play with him! What to do? This is the litany of the average parent.

The first thought that comes to the parent's mind is how to *control* this force in the child, and past generations have introduced into their plan of training such ideas as "curb their anger," "stamp out their fear," "subdue their boisterousness," "quench their quarrelsomeness," "snap them out of their shyness," etc., etc. This, of course, is a clear indication of the lack of understanding of the beginnings of emotional life in children. We do not wish to curb, stamp out, quench, subdue, or snap our children out of their emotional behavior. On the other hand we wish them to *enjoy* their emotional life. If this be true, the proper procedure is to *direct* their emotional behavior into channels that are socially approved, but in so doing we do not wish to deprive them of legitimate means of enjoyment. What we are interested in is developing in our children a full, wholesome, and satisfied emotional life, and

By W. E. BLATZ

not in the extermination of these habits which *at times* are annoying, embarrassing and devastating. So our problem is not how to *control* the emotional life of children, but how to *direct* it.

The Beginnings of Emotional Life

THE child begins life with a capacity for being emotionally disturbed. This is indicated by changes that take place in the organic as well as the gross muscular structure of the child: changes in blood pressure, blood circulation, intestinal movements, glandular activity, as well as change in voice, expression, movements of arms, legs and body. At first these changes do not seem to be directed toward any particular object.

Very soon in the child's growth period there seems to be a splitting of his emotional behavior into two kinds, totally distinct one from the other. The one type is called forth by changes in the environment that have the characteristic of *suddenness*. A sudden flash of light, a sudden sound, a sudden silence, a sudden fall, a sudden pungent odor, all of these are representative types of situations that call forth the response which may be described briefly as follows: a total reaction of withdrawal or rejection; a sharp intake of the breath which may be accompanied by a cry; a preliminary and perhaps momentary paralysis in the position of withdrawal with later definite movements of retreat; changes in heart rate, breathing and gland action that are, as yet, not well known.

The other type of emotional behavior is called forth by situations which are not as

easy to describe so simply as the first. Here the factor is complicated by the individual's needs, desires or wishes. When these are frustrated in any way there appears a different type of response. There is a total reaction of approach, a tendency to meet the situation vigorously; a cry in the expiratory or explosive phase, a bellow; the arms and legs are moved quickly and spasmodically; changes in circulation, heart rate and beat, glandular action—all tending toward activity of a vigorous type.

Two Basic Emotions

THESE two types of emotional behavior may be called "Fear" and "Anger." One can say that all children during development will show these two primitive reactions.

Furthermore, since these situations will be present in the experience of individuals from birth until death, we should expect them to show fear and anger throughout life. The conscious side of these emotions, the actual "feeling" of fear and of anger perhaps remains constant. On the other hand, the response to these situations is modified by learning and maturity, and it is this modification in which we are interested as parents, teachers, and clinicians.

Since these two emotional types differ so widely they will be discussed separately.

Fear

ACCORDING to our description the child will be frightened at falling, a flash of lightning, the sound of a fire gong, the crack of a whip, and other sudden experiences. If a fond uncle suddenly blows up a balloon close to the child's face he will be frightened. If the proud father throws the child in the air he will be frightened, for how does he know that he will be caught? It is *normal* for the child to show fear in these situations. Suppose that at the moment when the child is placed in a new chair or rocking-horse a vase were to fall from the table with a crash. The child would be in a fear-producing situation. The rocking-horse or chair would be included in the general experience. Although the adult

would realize what had happened, the child knows only that he is frightened. Furthermore, the rocking-horse will be linked up with the fear and the child may scream to be taken away from it. How unreasonable it seems to the parent that the child should be afraid of the innocent rocking-horse! To the child, at the mercy of his surroundings, the rocking-horse is the thing to which he attaches his fear. He has transferred his fear to the rocking-horse, or rather, because of circumstances, the rocking-horse is now a fear-producing object. In this fashion perfectly innocuous objects may be included in the class of fear-provoking situations. Frequently the parent is not present when the situation arises, and therefore is at a loss to understand. The tendency is to think of the child as being unreasonable, nervous, timid, or peculiar. If all the facts were known the whole matter would be as logical and straightforward as a mathematical demonstration.

There is another way in which fears may be transferred. Because of the facial expression and increased muscular tension accompanying fear, the child very early learns to interpret these signs, in himself as well as in others. If he is in his mother's arms and she is frightened, the child perceives these signs of fear and imitates them, fastening upon the particular object in his vicinity as the cause. If the mother is afraid of dogs, cats, mice, the dark, etc., the child will soon embody these situations into his own fear-world. It is well to recall that these objects are *not* included in the original group of fear-objects.

What to Do?

NOW what should be the treatment of the child under these circumstances? The important thing to remember is that one does not treat the *child*, but the total situation. In brief, the procedure should be as follows:

- (a) If the occasion is worth interference it should be analyzed thoroughly.
- (b) The parent should know his or her own emotional peculiarities so that it may be decided whether or not he or she

has contributed the actual basis of the fear-situation.

(c) There is no use *reasoning* with the child. He knows as well as the parent that there is *obviously* nothing to fear; it is the unknowable or hidden factor that is important. Explanations at the moment are out of order.

(d) There is no place for ridicule in any fear-situation. This forces the child to "be a man—like his father," and prevents a serious analysis of the whole matter. It further serves to perpetuate these fears into later adult life in the form of phobias which appear so queer and unreasonable to unthinking people.

(e) There is no necessity for actual soothing. This tends to accentuate the fear by implying that something was, or is, amiss.

(f) If the adult is himself unafraid all that is necessary is to remain calm, cool, sympathetic, and quiet. The child will himself see that the fear, real as it was, may have been unnecessary and will, himself, calm down. Discussion, if necessary, can then proceed on this unemotional plane, not by the insistence of the question, "What are you afraid of?"—the child's honest answer to which is, "I don't know"—but in a calm analysis and later examination of the situation which leads to satisfaction on the part of the child without loss of prestige or self-esteem.

So much for the treatment of fear-situations as they arise. The parents' responsibility does not rest there. There is a positive side to the picture.

The Positive Value of Fear

KEEPING in mind that fear cannot be eradicated from the child's experience, the parent must see to it that the situations which are to call forth this response are reasonable and useful. The child should develop caution on occasions where danger is possible. The child should beware of swiftly moving objects, such as automobiles; should beware of falling off heights. These experiences will develop in the child if an

adequate arrangement is made for his learning and observing.

Still further on the positive side, the parent should recall what was said in the early paragraphs of this paper, namely, that emotions should be enjoyed and should form a basis of recreation and pleasurable activity. There is a thrill in meeting danger, there is a thrill in learning about new things. In this brief discussion there is room to illustrate this by only one example. In every modern nursery school there is a jungle gym, an apparatus designed to stimulate children to climb in safety. Such devices as this give the child confidence and form a splendid proving ground for the later and more exacting situations that arise in life. The parent should develop in the child a spirit of adventure; his one responsibility is to see that the child does not attempt what is beyond his capacity, both physically and emotionally.

Anger

ANGER may be discussed in the same way as fear, although there are certain fundamental differences in its development.

The most common appearance of anger in infants occurs when they wish to be fed before feeding time, and at dressing time, when they wish to be unhampered in their movements. Soon, however, with the growing maturity other "fields become green," and the absence of immediate satisfaction, either because of impossibility, for example when they beg for the moon, or because of safety, when they beg for the kitchen carving knife, gives them the opportunity to try out their anger responses. Actual observation shows that, in the average child, anger situations do increase in frequency well into the third year. This is to be expected and no concern should be felt if the child shows this phase in his development.

The natural question that suggests itself is, "if anger responses increase like this, what is to prevent their continuing to increase at this rate?" The answer is that if the proper handling of the situation is not arranged the frequency will increase, and will continue to increase to adult life. We

see instances of this social phenomenon about us. What is to be done?

Keeping in mind that anger is aroused whenever a demand is not met, the logical treatment in such situations is to be careful that the desire of the moment is *not* satisfied *except by the child's own efforts*. If the child is angry because he is not fed before the feeding time, he should not be fed. If he cries because he does not wish to put his arm in the armhole, but would rather wave it over his head, his hand should go into the armhole. The plan is briefly—the child should learn that the mere showing of the emotion of anger will not accomplish a task or fulfil a wish. If on the other hand the child wishes a toy which with a little extra effort he could reach, but instead of trying for it, he shows anger, he should not be interfered with. During an emotion more energy is released, and if directed toward a goal may lead to greater accomplishment. The child may put forth this energy toward an extra-vigorous reaching and attain the goal. He learns that in places where an extra effort is essential a slight emotion is helpful. This lesson may be said to lay the basis for arousing ambition, a trait which we would all like to see in our children.

Sometimes because of expediency or because of embarrassment in the face of neighbors, parents will give in to the child, "just this once." This becomes a habit and is incorporated into the child's life-experience. If one could accomplish all tasks and overcome all difficulties by a show of anger, what reason would there be for "controlling" this emotion?

Needless to say, that as in the growth of fear-experience, so in anger, the example set by parents and companions is a powerful factor in moulding the responses of the child.

Dealing With Temper Tantrums

WHAT is to be done with a child who has already incorporated this habit into his behavior, a child who has "temper tantrums"?

(a) His immediate goal, in other words "what he wants," should not be granted, whether it be to stay in the living-room with the guests, to stay up later in the evening, to have just one more candy, to go out on a rainy day without rubbers, and so on.

(b) If the behavior is such that it is disturbing to others, he should be sent from the room to have his tantrum all to himself. A tantrum is a dramatized anger response, and no one writes a play to be given to an empty house.

(c) The child should be permitted to return to the social situation which he left, at his own time of choosing, whether it be after one minute or one hour.

(d) Avoid by all means gloating or sermonizing or moralizing. The child is learning and does not like to have it rubbed in.

The Positive Side of Anger

ON the positive side the parent should see that the child has ample opportunity for experiencing the joyful thrill of "righteous anger." Sports and games are ideal for this learning. He should learn to win by extra effort, but he should also learn to lose. When old enough he should play games "for keeps" and not just "for lends." Some will say that this teaches him to gamble or take chances, as if all of life were not just that. The scientist gambles with his research, the physician gambles with the life of his patient. To be sure, he takes all precautions and must learn to do so, but he will never rise to the height of his profession or trade or vocation unless he has learned to blaze new trails and extend his limits beyond those placed by the previous pioneer. Later on competitive sports provide ample opportunity for the child to learn the give and take of life. Emotionally aroused? Yes! but only in so far as it spurs him on to greater effort next time rather than to show the type of anger that cripples his chances of success.

The space allotted does not permit of a description of other emotional situations

that arise in the developing child: jealousy, love, hatred, embarrassment, and so on. The parent should keep in mind that emotions cannot be controlled in the sense of elimination. They may, however, *all* be directed; and, more important still, there is in all emotional behavior an opportunity for legitimate enjoyment and pleasure. If we look at this side of the emotional life of the developing child we need feel very little concern for the adult.

QUESTIONS FOR GROUP DISCUSSION

1. Why has the pleasurable aspect of the emotions been so long neglected?
2. Why do some parents use the emotional tie between themselves and their children as a disciplinary measure?
3. Why is it difficult for parents to view the emotional behavior of their children dispassionately?
4. Why do parents look upon reading as a learning process, and yet think of emotional behavior as something inherited?

SUGGESTED READINGS

Psychology of Infancy and Early Childhood, A. H. Arlitt, Chapter VI, McGraw-Hill Book Company.

Child Care and Training, Faegre and Anderson, Chapter VII, University of Minnesota Press.

Parents and the Pre-School Child, Blatz and Bott, Chapters VIII-X, William Morrow and Company.

* * * *

The series of articles, *Training Our Children*, together with Mrs. Crum's study course based on Germane and Germane's "Character Training," constitute the year's plan for parent education courses of the committee on Parent Education of the National Congress, of which Dr. Ada Hart Arlitt is chairman.—EDITOR.

The board of education, the superintendent of schools, the supervisor, the director, and the administrator are important in their place, but the teacher reaches the child, and the child goes back into the home, and the home is the cornerstone of the nation.—WILLIS A. SUTTON, President, National Education Association.

February, 1931



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Thirty-Five Years of Service

BY JULIA F. CALLAHAN



Julia F. Callahan

This is the splendid record of continuous service given by an association in Lynn, Massachusetts, under the fostering care of a much-loved school principal, now retired. Miss Callahan conceived the plan of cooperation for her own school, and was for many years the president and guiding spirit of the association which she organized in 1895.

May we not hear if there are other groups which were organized as parent-teacher associations previous to 1897, when Mrs. Theodore Birney called the first Congress of Mothers at Washington?—Editor.

IN the period of candles and kerosene lamps, a group of teachers and parents met in a cottage near an elementary school in Lynn, Massachusetts. To the four teachers and thirty mothers present the meeting was an occasion of great importance—an opportunity to confer on the problems presented by children of school age, a subject of much interest to all. There is small likelihood, however, that any member of the little assembly sensed the fact that at a later day similar meetings would be an important aid to the schools. The meeting on that pleasant October evening in 1894 was primarily a gathering of teachers and parents for a friendly exchange of views on topics of joint interest.

The first meeting was arranged to carry out a plan conceived long before by Miss Julia F. Callahan, principal of the Myrtle Street School. When Miss Callahan had outlined her plan for such a meeting to the other three teachers of her school they

readily agreed that the idea was well worth a trial. Each teacher asked her pupils to invite their parents to the meeting. To their surprise the little cottage parlor chosen for the gathering was filled to capacity.

To open the meeting, a helpful address was given by a mother who had been a teacher. A friendly discussion followed and later, during a social hour, the parents and teachers conferred on their individual home and school problems. So successful was the first meeting that parents of the district expressed a desire for more gatherings of the same nature.

After holding several meetings in the cottage parlor, four parents opened their homes for club programs and later a few afternoon meetings were held in the school building. The classrooms of the old school were very small, however, and were not equipped with lights. Often darkness overtook the meetings, and teachers and pupils

were forced to scurry about seeking candles and kerosene lamps to furnish sufficient light.

Later the club succeeded in obtaining the school committee's permission to use a nearby grammar school. The work of the association extended rapidly and soon created interest in other sections of the city. In a short time, the fine results which cooperation between teachers and parents had brought to the Myrtle Street School drew many visitors to the association's meetings.

These first meetings were very informal and the subjects discussed ranged from teething babies to home economics. But the chief topics, of course, concerned school children, their food, their bedtime, and their amusement in the open air.

Myrtle Parent-Teacher Association Formed October 16, 1895

At the early meetings there were no officers and no dues. Miss Callahan, the principal, presided at all meetings and the programs were entirely informal. This procedure continued until October 16, 1895, when officers were elected and committees were appointed to carry forward the work on a larger scale. Miss Callahan became the first president and the organization took the name of the Myrtle Parent-Teacher Association.

Principals of other schools were frequent visitors to the meetings and soon a number of similar associations were organized to spread cooperation between school and home. In addition to being ever-zealous in the interests of school children, the Myrtle Street Association initiated many worth while civic projects. Under its leadership the people of the neighborhood obtained facilities for a branch library, where pupils and other residents of the district might exchange books and spend some of their spare time reading. This interest in community affairs, particularly those pertaining to the schools, has been continued throughout the years. The activities of the association also resulted in supplying to the schools many needed articles which had not

been provided for in the school department budgets.

Recollections of the difficulties which attended some of the early meetings bring amusing memories to many charter members of the association, but despite minor hardships the people of the district and the teachers of the school had an abiding faith in their plan of working in harmony for the common good of the school children.

The growth of the section in which the association was founded resulted in the building of a new and larger schoolhouse several years ago and the association continued its work on an even greater scale. Groups in other cities and towns modelled associations after the Myrtle Street group and the work was gradually extended. As soon as a Massachusetts state branch of the National Congress was formed in 1910, the association became one of its units and Miss Callahan was elected a member of the state board.

Now in its 36th year, the Myrtle Parent-Teacher Association faces the future with confidence that its record of unbroken service to school and community will continue for many more years.



Mrs. Fred M. Raymond, Acting Chairman of the Founders Day Committee of the National Congress

Presidents of the National Congress



Mrs. Theodore W. Birney
1897-1902

Mrs. Frederic K. Schoff
1902-1920

Mrs. Milton P. Higgins
1920-1923

THE TORCHBEARER

BY NELLE B. BRADLEY

Hold high the torch! You did not light its glow;
'Twas given you from other hands, you know.
'Tis only yours to keep it burning bright,
Yours to pass on when you no more need light.
For there are little feet that you must guide,
And little forms go marching by your side;
Their eyes are watching every tear and smile,
And efforts that you think are not worth while
May sometimes be the very helps they need,
Actions to which their souls would give most heed,
So that in turn they'll lift it high and say,
"I watched my mother carry it this way."
If brighter paths should beckon you to choose,
Would your small gain compare with all you'd lose?
Then lift the torch! You did not light its glow;
'Twas given you from other hands, you know.
I think it started down its pathway bright
The day the Maker said, "Let there be light!"

Of Parents and Teachers, 1897-1931



Mrs. A. H. Reeve
1923-1928


Mrs. S. M. N. Marrs
1928-1930

Mrs. Hugh Bradford
1930-

From the Address of Mrs. Theodore W. Birney

First President of the National Congress of Mothers

GIVEN AT WASHINGTON, D. C., FEBRUARY 17, 1897

 GENTLEMEN AND LADIES: In coming before you as the President of the First National Congress of Mothers, it is my pleasure and privilege to extend to each and all of you a heart-felt welcome, and to express the hope that this large and gratifying audience, this more than encouraging response to our universal call, may prove an earnest of the success destined to crown the work to which our best and highest efforts are now consecrated. . . .

It has seemed to us good and fitting that the highest and holiest of all missions—motherhood—the family interest upon which rests the entire superstructure of human life, and the element which may indeed be designated as the foundation of the entire social fabric—should now be the subject of our earnest and reverent consideration. I refer to what is called child study—that broad, deep theme, most worthy, in all its various phases, of our study and attention, because the fundamental one. . . .

The mental attitude of the world today is receptivity; never before were people so willing to accept new thought from all sources. It has been truly said, "To cure was the voice of the past; to prevent, the divine whisper of today."

May the whisper grow into a mighty shout throughout the land until all mankind takes it up as the battle cry for the closing years of the century. Let mothers, fathers, nurses, educators, ministers, legislators, and, mightiest of all in its swift, far-reaching influence, the press, make the child the watchword and ward of the day and hour; let all else be secondary, and coming generations will behold a new world and a new people.

Untiring, universal, individual effort, with such organization only as may prove helpful, will build a bridge upon which struggling humanity may safely cross into a new land, leaving forever the old, with its unending reformatory movements, its shattered homes; and the keystone of that bridge will be maternal love, while in that far domain the splendid edifice of the new civilization will bear the cornerstone of home.

A Parable

BY MAY E. PEABODY



Scene from a pageant presented by the Massachusetts Branch at its 1930 Convention in Boston

HERE is a parable of the tree. It was planted in a goodly soil where lovely lawns and trees made a picture of the houses. It was planted by the railroad tracks with dust and dirt swirling about as the trains thundered through. It was planted far away on the hills, a remote and bleak place, where one longed for neighbors nearer by. And yet the tree grew. Sometimes it grew bigger and straighter in the poorer soil, for its roots reached far below the stones and clay. And sometimes in the midst of all the lovely trees in the lovely places it sickened and died. And I asked, what manner of tree is this? And they said:

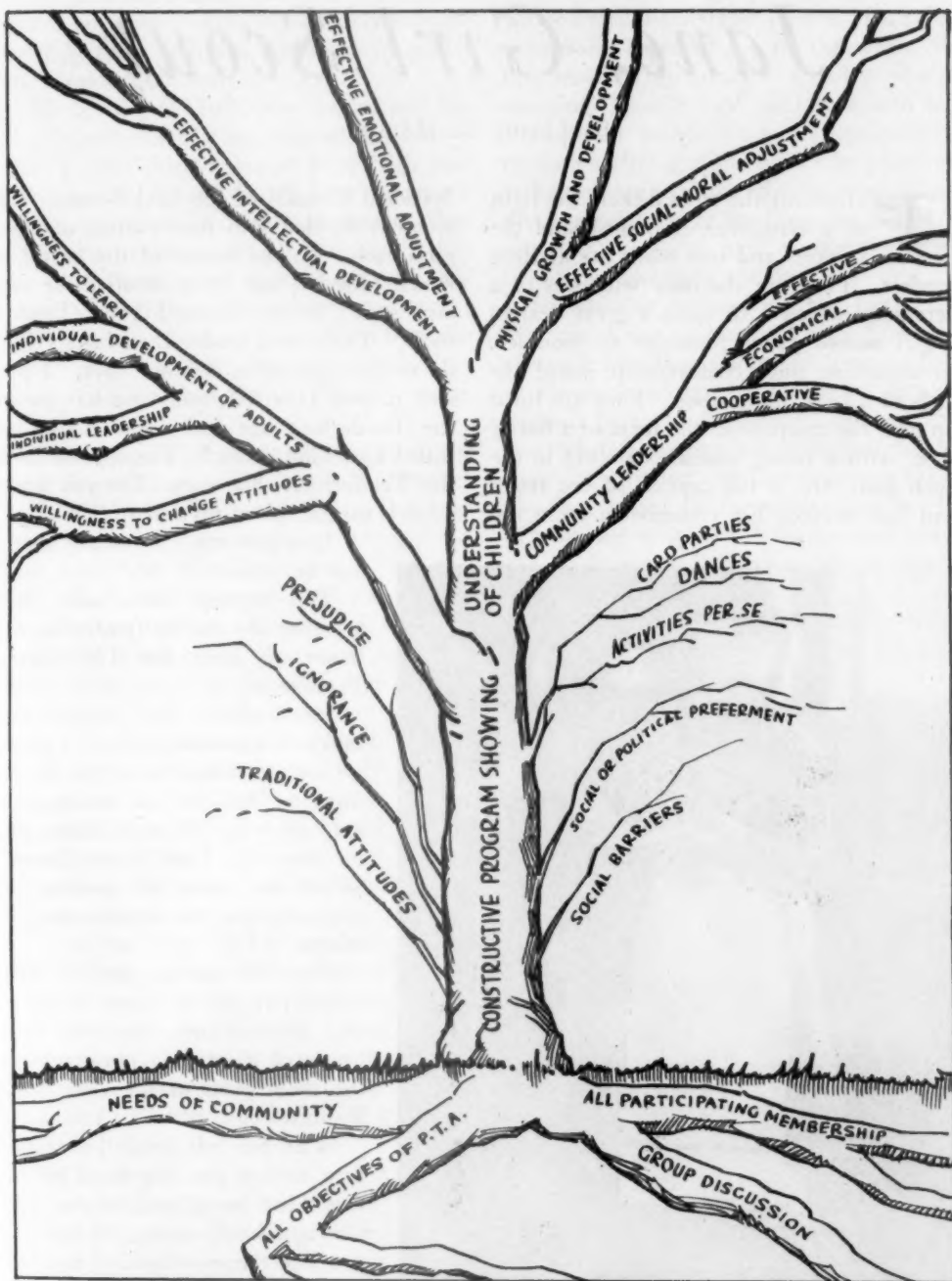
It has three roots that reach far below the surface: The main one is called Objectives of the Congress; by its side is another, large and strong, called Needs of the Community. And on the right side, as if to anchor the tree, is a root that is called All-Participating Membership. These roots are deep lying and firmly imbedded. They cannot be uprooted.

And the trunk is called the Program, and it grows into three main branches that have many limbs coming from them. The chief branch of all, leading directly straight up from the central root, is called Understanding Our Children. See the branches as they grow: Effective Emotional Adjustment; Effective Physical Growth; Effective Social and Intellectual Adjustment. Surely this is a goodly branch that will bring forth much fruit.

And then there is a second branch, called Community Leadership. From it three great limbs start forth: Economical, Effective, Cooperative. They do not overlap. Neither are they twisted or gnarled. And on the other side is a limb called Individual Development of Adults, and this has many branches: Desire to Learn, Willingness to Change Attitude, Individual Leadership.

And the tree stands, symmetrical, beautiful. But all along the trunk, marring its symmetry, adventitious branches called suckers are starting! They sap the vitality of the tree and mar its beauty: Social Barriers, Traditional Attitudes, Ignorance, Prejudice, are trying to grow. Activities *per se* is getting large and shoots off many other branches, as you see. And Social and Political Preferment is waxing strong.

What shall I do with such a tree? I asked. And then I remembered how my father used to trim his trees on the farm and I followed him about as he did it. So I cut the suckers with the ax and let them lie on the ground, useless and harmless.



MAY E. PEABODY uses this diagram of the tree to enable Congress members to visualize the growth of the parent-teacher movement, its sources of strength, and its need of constant nurture and pruning.

Jane, Girl Scout

By GRACE T. HALLOCK

THROUGH the trees flickers the light of a campfire. It is dusk and the crickets and tree toads are at their loudest. They are the only witnesses to a ceremony which is to mean a great deal to a girl named Jane. Shoulder to shoulder, to symbolize their comradeship, stand the girls of a Girl Scout troop. They are lined up near the campfire in the form of a horseshoe, with a young woman standing in the open end. She is the captain of the troop and has received her commission from the

National Council of the Girl Scouts. The troop is divided into four patrols of eight girls each. To the leader of the patrol in which Jane is about to be enrolled the captain says, "Bring forward your Tenderfoot." The patrol leader then brings Jane up to the captain, salutes and says, "I present to you Jane Watson, who has passed the Tenderfoot test and wishes to be enrolled as a Girl Scout." The captain faces the Tenderfoot. She says, "Do you know what is meant by 'on my honor'?"

Jane answers, "It means that I can be trusted."

The captain then asks Jane whether she can be trusted on her honor to keep the Girl Scout Promise.

Jane salutes the captain and makes this solemn pledge: "I promise on my honor to try to do my duty to God and my country, to help other people at all times, and to obey the Girl Scout Laws." While she makes this promise her comrades and the captain stand at salute.

Now the captain pins the Girl Scout pin on the knot of Jane's tie. She explains that the three leaves of the trefoil pin stand for the three parts of the Girl Scout Promise.

With her left hand the captain then shakes the left hand of the new Girl Scout and salutes with the right hand, saying, "I welcome you into the sisterhood of the Girl Scouts."

Jane turns to face her troop, the girls salute her, and she salutes her comrades. Quietly she goes to her place in her patrol accompanied by her patrol leader. At last Jane is a Girl Scout; only a Tenderfoot,



© Storall Studios

9,732 Girl Scouts won cook merit badges in 1929.

to be sure, but free to work for her Second and First Class Badges and to become proficient in those activities and skills in which she is most interested.

To become a Tenderfoot she learned the Girl Scout Promise and Laws. She knows that a Girl Scout's honor is so high and shining that no one would ever dream of doubting her word in any statement that she makes; that a Girl Scout is loyal; that she is a friend to all and a sister to every other Girl Scout; that she is courteous; that she is a friend to animals; that she obeys orders and is cheerful and thrifty; that a Girl Scout is clean in thought, word, and deed.

This simple code of ethics embodies the Girl Scout Laws which every Tenderfoot promises on her honor to try to obey. In addition, she adopts as her watchword the fine motto of the Girl Scouts, "Be prepared." As she advances from the rank of Tenderfoot to that of a First Class Girl Scout, it is this motto that spurs her on to gain proficiency in the activities that she chooses. For to be prepared in homemaking, in woodcraft, or in neighborliness is to know how best to meet any situation that arises. Many Girl Scouts have been placed in situations that called for the instant, cool-headed application of expert help.

Last year three Girl Scouts won the Bronze Cross, the highest award given by the national organization for the saving of life at great personal risk, and ten won the Silver Cross for life saving or deeds of gallantry not involving a risk of life.

Many a girl may go through her years of Scouting without having an opportunity to show spectacular heroism. However, babies cry, mothers grow tired, children cut their fingers, the pot boils over, birds fall out of their nests, travelers lose their way. Everyday life is packed with little incidents in which the girl who knows how to manage can ease the situation.

February, 1931

The famous slogan of the Girl Scouts which every Tenderfoot knows, "Do a good turn daily," grows out of the motto "Be prepared." How many of us know of well-meaning "good turns" that turn into hurt feelings, or lumpy beds, or stomachaches, or iodine burns? One must "be prepared" to know how to make effective even so simple a good turn as washing the dishes, or minding the baby, or cleaning the blackboards, or sweeping the floor.

In addition to knowing the Girl Scout Promise, Laws, Motto, and Sign, Jane whne she took her Tenderfoot test gave a pledge of allegiance to the United States flag and showed how the flag should be used. She learned that the flag is a symbol of the oneness of the nation and that when she salutes the flag, she salutes the whole country. The respect she shows it is the respect due to the traditions and the ideals of the country she loves.

Jane, in her Tenderfoot test, demonstrated also that she knew four woodcraft



© Ruth Alexander Nichols

A Girl Scout is a friend to animals.

signs, that she could tie five different knots, and that she had observed one animal closely enough to tell an interesting story about it. In doing this, she received her first initiation into the mysteries of woods and fields and animal life.

The founders of the Girl Scout movement felt that girls as well as boys should know how to depend on their own resourcefulness and skill out of doors. A girl's knot used to be a standing joke. To be awkward with an ax, a knife, and with hammer and nails was supposed to go with femininity. To be timid in the woods, to scream at a snake and to scurry daintily

Scout movement to give the girls of today that self-reliance which comes from dependence on one's own resourcefulness. To know how to light a campfire with only two matches and no artificial tinder, to cook an appetizing meal over that same fire, to wash the dishes in camp in a cleanly manner, to put up a tent so that it stays up, to know how to make water from a brook safe to drink may seem of no practical use to a town-bred girl who is surrounded in her home and school with all the mechanical devices and sanitary safeguards of a modern community. But in doing these things and many others under supervision she has the

satisfaction of knowing that upon her skill depend her own comfort and health and the comfort and health of her companions.

If she is camp cook and lets the bread twists, that she mixed so carefully, burn in the toasting, she knows that she has wasted camp supplies held in common and that she will have to mix a new batch. There is no grocery store around the corner in Five Mile



© Wide World Photos

Mary Dayre, a Manhattan Girl Scout, weighing a baby while preparing for her child-care badge test

from a mouse was to be girlish. A boy's pockets used to be considered the natural storehouses of string, fish-hooks, bugs, toads, garter snakes and bright-colored stones. Yet there was a time in our country's history when women were trail makers, pathfinders, fire tenders, water carriers, and hunters, as well as mothers and housekeepers.

That old tradition of the pioneer woman who by her wits and her skill at woodcraft helped to build and maintain homes in the wilderness encouraged leaders in the Girl

Woods. In camp and on hikes she learns to use her judgment; how to measure heights and distances without a yardstick, and weights without scales; how to identify and stalk birds and animals by the tracks they leave behind them; how to read weather signs; which wild fruits of the earth are good to eat and which are poisonous; and how to lay a trail without a compass.

Is it too much to hope that a girl who has trained herself to observe as closely as

these and many other skills require, will be a good judge of character in others? Is it too much to expect that she will size up a situation quickly and know what is to be done, whether it be in a real earthquake or only in a playroom that looks as if an earthquake had struck it?

Aside from the satisfaction that Jane will know in learning to rely on her own observation and resourcefulness, she will have in full measure the companionship of girls of her own age. Her age is the age of "crowds" and "gangs." When she was a little girl she played happily with little girls and boys alike. When she is over sixteen she will again enjoy the companionship of boys. But now that she is twelve and going-on-thirteen she likes her friends to be of her own sex. Secrets, allied interests, often common dreams link together girls with girls and boys with boys in the early stages of adolescence. In a Girl Scout patrol, girls may work and play together to their heart's content, compare notes, swap recipes, whisper secrets, and make plans.

To respect enthusiasm, no matter what

the object may be, is the first great lesson in tolerance and neighborliness. One girl may qualify for all the proficiency badges given for keen observation and knowledge of the things of nature and another may concentrate on the badges given for proficiency in the household arts, but each knows that the other's enthusiasm is valuable, for she sees it encouraged by her grown-up captain.

Jane is now a Tenderfoot. Days of hiking and nights under the stars are all before her. Busy months of working to prepare for the Second and First Class Tests stretch ahead of her. She may even dream of having pinned to her blouse some day the Golden Eaglet, the symbol of the highest rank which any Girl Scout can attain. It seems to her that her promise, symbolized by the three-leaved pin in the knot of her tie, is printed on her memory forever. And so it is. The campfire lies in ashes, the katydids and the crickets have gone to sleep. But for the new Tenderfoot, as long as she lives, the open fire and the wild things of the night will sing of the bright and shining honor of Jane, Girl Scout.

THE OAK LEAF CONTEST

For the 1930-31 Child Welfare subscription campaign year the branches have been divided into four classes, according to National Congress membership, as follows:

CLASS 1—Branches having over 50,000 members.

CLASS 2—Branches having from 20,000 to 50,000 members.

CLASS 3—Branches having from 10,000 to 20,000 members.

CLASS 4—Branches having less than 10,000 members.

Basing totals on subscriptions received from April 1 to December 31, 1930, the branches in the various classes rank as follows:

CLASS 1	CLASS 2	CLASS 3	CLASS 4
1. California	1. Iowa	1. South Dakota	1. Arizona
2. Illinois	2. Minnesota	2. Oregon	2. Montana
3. New York	3. Arkansas	3. Oklahoma	3. Vermont
4. Pennsylvania	4. Kansas	4. Mississippi	4. Louisiana
5. New Jersey	5. North Carolina	5. Dist. of Col.	5. Idaho
6. Ohio	6. Tennessee	6. North Dakota	6. New Mexico
7. Texas	7. Georgia	7. Massachusetts	7. South Carolina
8. Michigan	8. Florida	8. West Virginia	8. Maryland
9. Missouri	9. Indiana	9. Alabama	9. Wyoming
10. Colorado	10. Washington	10. Connecticut	10. New Hampshire
	11. Wisconsin	11. Rhode Island	11. Maine
	12. Kentucky	12. Virginia	12. Utah
	13. Nebraska	13. Territory Hawaii	13. Alaska
		14. Delaware	

CHILD WELFARE is MORE than a MAGAZINE. It is a SERVICE to the MEMBERSHIP of the NATIONAL CONGRESS OF PARENTS and TEACHERS

CHILD WELFARE

*Published in the Interests of Child Welfare
for the 1,481,000 Members of The National
Congress of Parents and Teachers*



THE GRIST MILL

The Ideals of the Founders

IT is in the nature of endeavor that each period should seem, to the workers of that time, the most difficult one.

We who are striving to build up the parent-teacher movement sometimes feel as though we were rolling a stone up-hill on a slippery grade. But if the founders of the Congress could come back and watch our efforts, it would seem amusingly easy to them in contrast to those days when a hill was a hill and there were no motors.

At that time any woman who ventured to suggest that mothers should meet to study the art of motherhood would unfailingly be met with laughter or scorn. For in those days a woman's place was in the home, whether she knew anything about the science of home-making or not, and if she ventured to doubt the wisdom of her maternal ancestors' methods she was thought ungrateful as well as radical. There is the unforgettable story of the woman who, when asked to come to a mothers' meeting, responded: "I will not; there can't nobody tell me how to bring up children. I've buried ten of my own."



It is fitting that we who are conducting modern parent education through Congress

units should pause and consider what has made the Congress the great organization that it is. No building can be erected on a shallow or untrustworthy foundation. This is equally true of organizations and the greatness of the Congress is the direct outcome of a strong and honestly built foundation.

As the years have gone on we have steadily, if somewhat slowly, improved our technic, but it is glorious to contemplate that we have never been able to improve upon the ideals and purposes of the original group.

They founded the Congress on *Humility*, the humility that is a confession of ignorance and a passionate wish to learn.

They founded it on *Courage*, the courage that could be calm under ridicule both within and without the home circle.

They founded it on *Service*, which means an entire absence of self-seeking or personal aggrandizement.



These were the pure motives of those women of pure vision, Mrs. Birney and Mrs. Hearst. But quite as noteworthy as their purposes is the fact that in all the succeeding years *there has never been a departure from that high and idealistic plane*. Workers have come and gone, as captains and kings depart, but in the hearts of the leaders there has never been anything but fervor for service, devotion to education, and consecration to the sacred cause of childhood. She who said, "Thus shall our hearts be bound in holiest purpose," prophesied truly.

Small wonder, then, that we who have followed have caught the fervor as we have learned their ideals and have come to believe that no other work is so well worth doing. And small wonder that those who have believed have increased a hundredfold.

As we hold our Founders Day meetings in every state this year, let us spend the hour in conscious memory of those who gave us a torch so clear, so brilliant, and of so spiritually blue a flame that it is worth any effort on our part to CARRY ON.

MARY L. LANGWORTHY



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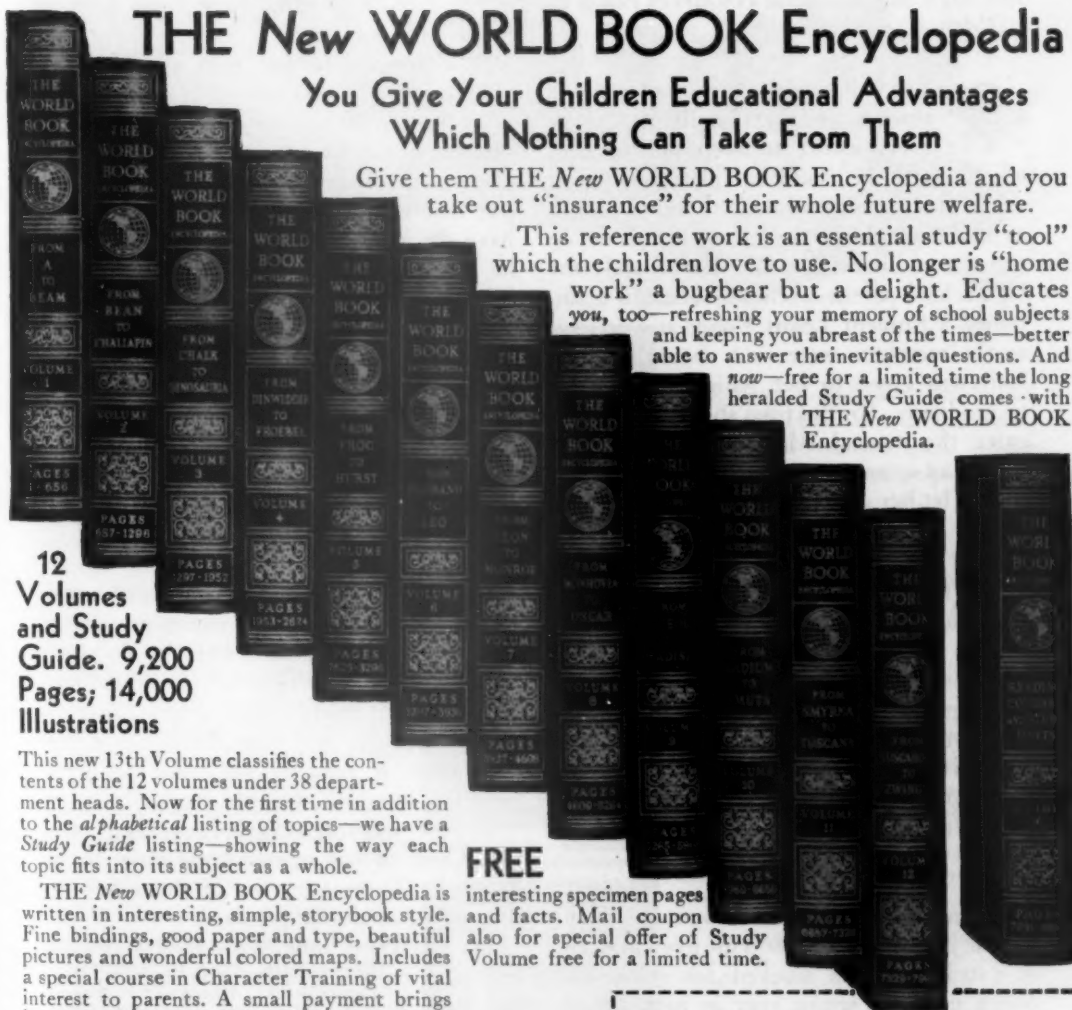
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February, 1931

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W. F. Quarrie & Co., 154 E. Erie St.
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Does It Pay?

BY ELIZABETH GUILD DEVERE

Susan, David, and Jim are only types of the thousands of American boys and girls whom parent-teacher associations have helped to improve their school opportunities when courage and ambition ran high but financial resources ran low. —Editor.

USAN had always wanted to be a teacher and her family had made every effort to keep her in high school until she could complete her senior year. But in spite of everything, it looked as if she would be forced to withdraw on account of financial stress. Fortunately the high school parent-teacher association maintained a Student Loans Fund, and as soon as the members were told about Susan, a loan was given to her which enabled her to graduate. By the time she was ready to enter the normal school, the family fortunes had so improved that her parents were able to let her go on and complete her training for teaching.

DAVID graduated from high school last year. He wanted to go to college. His family expected to be able to help him later, but could do little for him at the beginning of his college course. Through a parent-teacher Scholarships Fund, money was given to him and he is now in college. If he continues as well as he has started, it is felt that he will make a big return for a small loan.

JIM came from a little mountain town. His mother, a widow with five children, is a teacher. Jim worked for room and board until his senior year in high school, when he had a serious break in his health and was obliged to stop the outside work he was doing. He received a loan from a parent-teacher association, graduated from high school, and is now in college.

The other night, at a parent-teacher

meeting which was held far out in the country, a letter was read from the superintendent of schools, entreating the members to help him increase a Student Loans Fund which he had established. He said he had found that boys and girls were leaving high school simply because of the need of a very little financial assistance. The response to his appeal was splendid. The fund in his school at present amounts to \$250 and with even so small an amount seven boys and girls have been kept in school this year.

We are apt to feel that our boys and girls are given a free education because there is no tuition in our public schools, but we often rest too complacently on this conviction, for although there is no tuition, it is not true that every boy and girl who may have the inclination can attend school after he has passed the compulsory age limit. The purchase of such incidentals as car fares, lunches, and books becomes a serious financial problem and is often the stumbling block to a bright future. In nearly every community there are thrifty families for whom temporary aid is absolutely necessary if their children are to have a fair chance.

These are exceedingly hard times. It is very important that Student Loans and Scholarships Funds shall be available now for our boys and girls. The difficulties under which some of the young people are laboring to get an education, as divulged by the loans committees, are appalling. Many parent-teacher associations throughout the country feel that the work of this committee is one of the most valuable activities in which they are engaged.

A few years ago 9,000 boys and girls left school in one of our large cities to go to work. Forty per cent of them left on account of economic pressure.

Do you know how many boys and girls left *your* high school for the same reason last year before they had received their diplomas?

Have you a committee to look into the advisability of starting a Student Loans and Scholarships Fund in your community, or, if such a fund has been started, is your

(Continued on page 383)

February, 1931

Let the Children Play Indoors in EVEREADY SUNSHINE



THE Eveready Sunshine Lamp adds the tonic of mid-summer sunshine and the eager zest of summer's outdoor games to the healthy exercise of winter sports.

It relieves the fatigue of the long day in school. It starts the new day with vigorous body and mind.

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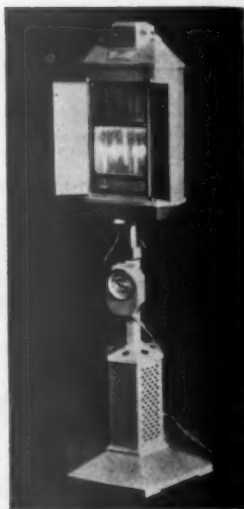
With Eveready Sunshine Carbons—faithful reproduction of natural sunlight. The warm rays of summer. The brilliance of the noon sky. The essential ultraviolet in mid-summer intensity.

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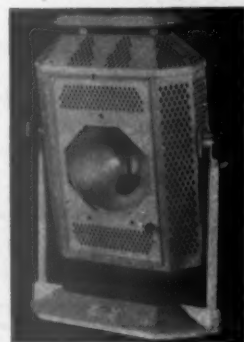
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The health sustaining value of Eveready Carbon Arc Sunshine
February, 1931



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For treatment or cure, consult your physician.

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MENTAL HYGIENE

EACH month on this page will appear suggestions about the mental hygiene aspects of child training. Their publication here constitutes part of the official program of the Committee on Mental Hygiene of the National Congress of Parents and Teachers. Dr. George K. Pratt, New York City, is Chairman of the Committee.

The suggestions are brief, pithy and practical. Please note that this page on which they regularly appear is perforated at the side. Tear it out each month and pin it to the wall of the kitchen or bedroom for ready reference. At the end of the year you will have a set of leaflets helpful to you when troubled about dealing sensibly with many children's problems.

TOILET HABITS

A child of two years should have learned regular toilet habits. If he wets his bed or clothing often, it is for one of two reasons: sickness or habit. Have him examined to make sure that he is well. Then begin habit training. Every child has to be taught toilet habits. He cannot learn them without help.

Things to Do

Make up your mind that the habit of wetting can be overcome.

Gain the child's interest in stopping it.

Tell him he is going to overcome it.

Make him understand that it is his business to cure himself, but that you will help him.

Follow these directions *regularly* and *faithfully*:

Supper at a regular time.

Nothing to eat or drink after supper.

Toilet at bedtime.

Awake him fully later in the evening, always at the same hour, and have him go to the toilet.

Further directions to be given by the doctor.

Give more time to training and less to making excuses.

Make much of every gain, however small it may be.

Look forward to success.

Things to Avoid

Don't take the habit as something that cannot be corrected.

Don't make him feel he cannot help it.

Don't discourage him in any way.

Don't make the excuse of sickness when he is really well.

Don't make the child feel ashamed.

Don't talk about the habit to everyone.

Remember

Children like praise.

They are more sensitive to what you feel than to what you say.

They like to do what is expected of them. You will get about what you expect.

Expect the best.

Prepared by THE MASSACHUSETTS DEPARTMENT OF MENTAL DISEASES DIVISION OF MENTAL HYGIENE and the COMMUNITY HEALTH ASSOCIATION.

Published by MASSACHUSETTS SOCIETY FOR MENTAL HYGIENE.

The March article on this page will offer suggestions for dealing with Jealousy.

Motion Pictures

BY ELIZABETH K. KERNS

Associate National Chairman, Motion Picture Committee

Along Came Youth—Buddy Rogers-Frances Dee. Paramount, 6 Reels. Story by Geo. Marwin, Jr. Directed by Lloyd Corrigan and Norman MacLeod.

Delightful and wholesome comedy. A young American stranded in London and his experiences and adventures. He rides the horse that formerly was his in the steeplechase and wins, and also marries the heroine.

Adults—entertaining. 14 to 18, good. Under 14, good.

Bat Whispers, The—Gustav Von Seyffertitz-Maude Eburne. United Artists, 7 Reels. Directed by Roland West. From the play "The Bat."

The high point of terrifying mystery drama.

Adults—thrilling and exciting. 14 to 18, perhaps. Under 14, too exciting.

Dawn Trail, The—Buck Jones-Miriam Seegar. Columbia, 6 Reels. Directed by Christy Cabanne.

The usual western with considerable human interest. The choice between love for the heroine and duty.

Adults—perhaps. 14 to 18, good. Under 14, exciting.

Devil to Pay, The—Ronald Coleman-Loretta Young. United Artists, 6 Reels. Screen story by Frederick Lonsdale. Directed by Geo. Fitzmaurice.

Light and witty comedy of two suitors for the hand of a charming girl. Coleman as the irresponsible lover is at his best in some very amusing situations.

Adults—delightful. 14 to 18, amusing. Under 14, no interest.

Fast and Loose—Miriam Hopkins-Frank Morgan. Paramount, 6 Reels. Directed by Fred Newmeyer, from play "Best People."

Modern youth. Wealthy brother and sister running wild fall in love outside their particular "set," consequently not the "best people."

Adults—amusing and light entertainment. 14 to 18, no. Under 14, no.

Free Love—Genevieve Tobin-Conrad Nagel. Universal, 7 Reels. From play "Half Gods," by Sidney Howard.

A restless wife fretting at the bonds of matrimony decides after a quarrel that she wants freedom (not free love), so she leaves her husband. It is sophisticated comedy with witty dialogue bordering on farce which will probably appeal.

Adults—matter of taste. 14 to 18, no. Under 14, no.

Going Wild—Joe E. Brown-Lawrence Gray. Warner-First National, 6 Reels.

Laughs and fun in fair measure are found in this aviation comedy, though two better ones have preceded it. The incident of the Murphy bed causes much amusement.

Adults—fair. 14 to 18, funny. Under 14, very funny.

Great Meadow, The—John Mack Brown-Eleanor Boardman. M. G. M., 8 Reels.

Pioneer days. Attacks by Indians and other hardships encountered by a family traveling from Virginia to Kentucky. A rather unusual love story weaves in and out.

Adults—good. 14 to 18, good. Under 14, very exciting.

Man to Man—Grant Mitchell-Lucille Powers. Warner Bros., 6 Reels. Directed by Alan Dwan. Taken from a "Saturday Evening Post" story, by Ben Ames Williams.

The story is appealing. It deals with life in a small town. A father murders a worthless man and his son turns against him. Later the son sees the mistake he has made and becomes reconciled with his father. Picture is dramatic. Direction is good.

Adults—good. 14 to 18, good. Under 14, good.

New Moon—Grace Moore-Lawrence Tibbett. M. G. M., 8 Reels. Adapted from the Musical Operetta of the same name.

Colorful and dramatic with scene laid in Russia. The voices of the two principals are exquisite.

Adults—excellent. 14 to 18, perhaps. Under 14, no.

Part-Time Wife—Edmund Lowe-Leila Hyams-Tommy Clifford. Fox, 7 Reels. From story "The Shepper Newfounder," by Stewart Edward White. Directed by Le McCarey.

A very human story of the troubles of a man devoted to business and his wife devoted to golf. They separate. The husband takes up golf and eventually his wife and he are reconciled. Tommy Clifford as their caddy shows a sympathetic and winning personality.

Adults—pleasing. 14 to 18, good. Under 14, good.

Pay Off, The—Lowell Sherman-Hugh Trevor. R. K. O., 7 Reels. Directed by Lowell Sherman.

A smooth, finished performance of a crook story in which the hero crook is glorified and has the sympathy of the audience.

Adults—interesting. 14 to 18, harmful. Under 14, no.

Princess and the Plumber, The—Chas. Farrell-Maureen O'Sullivan. Fox, 6 Reels. Directed by Alex. Korda.

Charming love story of daughter of impoverished nobleman and rich young American who jokingly says he is a Duke when heroine tells him she is a princess. "But all's well that ends well."

Adults—entertaining. 14 to 18, good. Under 14, uninteresting.

Sea Legs—Jack Oakie-Lillian Roth. Paramount, 6 Reels. Directed by Victor Heerman.

Slapstick comedy in which a pastry shop is wrecked by sailors.

Adults—worthless. 14 to 18, waste of time. Under 14, perhaps.

Under Suspicion—J. Harold Murray-Lois Moran. Fox, 6 Reels. Directed by A. F. Erickson.

Story of the Canadian mounted police. The hero, wrongly accused, keeps silent, but heroine learns the truth. Story is interesting, thrilling scenes, good photography and comedy.

Adults—interesting. 14 to 18, good. Under 14, probably exciting.

Within the Law—Joan Crawford-Kent Douglass. M. G. M., 7 Reels. From play by Bayard Veiller.

Shop girl wrongly convicted of theft plans revenge on accuser but finds revenge does not bring happiness. Very dramatic and fine work is done by Joan Crawford.

Adults—excellent. 14 to 18, doubtful. Under 14, no.

Following Up the White House Conference

IN his address at the White House Conference, Secretary Davis said: "The White House Conference on Child Health and Protection will be of interest only to historians unless its findings are translated into action on behalf of the millions of American children."

This was repeated again and again by speakers to express the earnest wish of those present to put into practical operation the findings of 1,200 experts who for more than a year have been searching for helpful facts in the field of child health and protection.

The Conference of some 3,000 delegates voted that a continuing committee be appointed by the President to study points upon which agreement had not been reached by the Conference, develop further standards, encourage the establishment of services for children, and report to the members of the Conference through the President. And so the work goes on.

CHILD WELFARE hopes to profit by the Conference through a program for study groups and parent-teacher associations which is being arranged for publication next year by Dr. Ada Hart Arlitt, chairman of the committee on Parent Education. Those who are to prepare the study outlines and articles for this program will use Conference reports as additional sources for information on physical education, mental and social hygiene, home economics, recreation, and other phases of education covered in the course.

In the early summer the program outline will appear in CHILD WELFARE, so that it may be available for those Congress units which make their programs for 1931-1932 at the close of the present school year.

Several books will be recommended for reading, reference, and study which will cover the subjects chosen for the entire series.

Congress Comments

Another meaning in "P. T. A."—The San Francisco *Call Bulletin* suggests that the letters stand for "Prepared to Assist."

More than thirty Congress officers and board members attended the White House Conference as committee members and delegates. Mrs. Hugh Bradford, national president, arranged an informal dinner at the Willard Hotel on November 19.

The office of the National Congress has lists of new and revised pageants for Founders Day which may be obtained through state offices.

The distribution of Congress Libraries furnished by the Division of Publications, national office, 1201 Sixteenth Street, Washington, D. C., has doubled in circulation each year since it has been available. It is now being sent to every state.

The National Congress is represented on the permanent National Committee on Home Education, which met in Washington, November 22 and 27, under the leadership of William John Cooper, United States Commissioner of Education. Some of the subjects discussed were: rural book supplies, the radio as a home education agency, the development in schools of better reading habits for boys and girls, the project of parent education set up by Dr. Arlitt, and parent bookshelves in elementary school libraries. Congress members attending the meeting were: Miss Ellen C. Lombard and Mrs. J. M. Saunders, District of Columbia; and Mrs. B. F. Langworthy, Illinois.

Mrs. Hugh Bradford, Dr. Ada Hart Arlitt, Mr. W. Elwood Baker, Mrs. A. C. Watkins, and Miss Frances S. Hays attended the second biennial conference of the National Council of Parent Education, which immediately preceded the White House Conference in Washington.

With Mrs. David O. Mears and her sister, Mrs. Jones, as hostesses, an impromptu and delightful birthday surprise party was given to Mrs. Arthur C. Watkins, Education Secretary of the National Congress. The anniversary was considerate enough to come when a large number of Congress members were in Washington attending the White House Conference. With the headquarters staff they gathered, more than thirty strong, at the Martinique Hotel to offer their words of congratulation and appreciation to one who was the first headquarters worker of the National Congress, and, for a long time, the only one.

Mr. W. Elwood Baker, General Secretary of the National Congress, is the author of an excellent article on "Parent-Teacher Work in the Field of Health," which was published in the RED CROSS COURIER of December 1, 1930.



Question—*I read your Question Box and find it very interesting. How would you tell a girl of eight how she is related to her father? She knows how she is related to her mother and the true facts of birth. She realizes the father is the provider, but this is not complete enough. I have wondered why my boy of eleven never has presented this question to me. I shall be so grateful for an answer.*

You are to be commended for the splendid effort you are making to give your children fine, high ideals as well as correct information. Every parent should be prepared to answer these questions, for they *must* be answered. It is very important to give the child the proper attitude toward this subject as well as the scientific facts. To the parent who knows how, it becomes a joy and a privilege.

The answer in regard to the father's relationship will take so much space that I suggest that you send a stamped envelope with your address in care of CHILD WELFARE so that you may receive a personal reply.

In regard to the boy of eleven who has never presented this question, several reasons may be found. He may not be of as inquiring a mind as the daughter. Perhaps his knowledge of his relationship to his mother satisfies him. There is also the possibility of his having received this information outside the home from his associates. The danger here lies in the fact that his information may not be correct and that he may have acquired some wrong attitudes.

Have a quiet talk with your son. Approach the subject with love and reverence. Absolute confidence and understanding are necessary between parent and child on this important subject.

The American Social Hygiene Association, New York, has some valuable leaflets at ten cents each on this subject.

Question—*Should we mothers hold up the honor of our children's teachers when the teachers do things that we have taught the children to regard as wrong?*

ers do things that we have taught the children to regard as wrong?

If this question were a little more definite it would be possible to answer it with greater satisfaction to you. There is often a difference of opinion among people as to what is right or wrong. Home training and customs differ. Some say it is wrong to bob your hair, others maintain that it is perfectly proper. Dancing is considered evil by some, while there are those who say it is wholesome recreation and good exercise. However, about honesty there would be little argument.

Even if the case looks bad for the teacher, be positive that you have the absolute facts. Much harm can be done by passing judgment on what "So and So says." Even reports brought home by the children are not to be taken for granted, because children make many mistakes and get things confused.

It is best to avoid criticism of the teacher for the sake of the child and in order to maintain discipline and harmony in the school. If you are positive that she has done something wrong, say as little as possible and try to maintain the honor of her position at least. In the meantime take the matter up with the school authorities in a dignified manner and see that the matter is properly taken care of. Read the article on page 161 of the November issue of CHILD WELFARE.

Question—*Where may we obtain leaflets, publications, or books for a Mothers' Study Club?*

A series of articles, "Training Our Children," is appearing in CHILD WELFARE, one each month. These may be read or reviewed by a leader, or a mother may read a paragraph, to be followed by a discussion. There are four or five topics in each article. A topic may be assigned to several mothers for reading and discussion. Questions are listed for discussion, as well as important principles to be remembered.

A Parent Education Course is also given in the magazine based upon a book by Germane and Germane, "Character Training." The subjects and questions for consideration are arranged with reference to the pages in the book.

The Bureau of Education publishes Parent Education letters which may be read by study groups. They may be obtained by writing to the Bureau of Education, Washington, D. C.

A booklet, entitled "Child Management," is published by the Children's Bureau, Washington, D. C. It has a number of good articles which can be reviewed or studied. One copy will be sent free to each member of a study group. Write for it.

"Everyday Problems of the Everyday Child," by Douglas A. Thom, is a good book for a Mothers' Study Club.

Question—*We play games with our children after supper. The loser must wash the dishes. I often wonder if I should permit this, rather than wash the dishes immediately after the evening meal?*

If the children have made this agreement and are enjoying it as good fun there may be no

(Continued on page 383)

The Story Hour for Children

Lincoln*

BY RANDALL J. CONDON



'LL study and get ready, and then—maybe the chance will come." What Lincoln set for himself we should hold before ourselves, that we too may be ready for whatever chance for service, great or small, may come in the future years. Our part now is to study and get ready. We are not responsible for the future chance. Maybe it will not come, but it is our duty to ourselves, to God, and to our fellow men, to be ready for the chance if it does come.

I wish I could bring to you the inspiration that came to me one day as I stood in the tomb of Lincoln at Springfield, Illinois, and talked with an old lady, Mary Clinton, who knew Lincoln well in the days before he became President. Her very voice and manner showed deep reverence and spiritual devotion to one whom she had known well. She stood in front of a picture of the boy Lincoln studying before the open fire, and repeated the quotation, "I'll study and get ready, and then—maybe the chance will come." I wish it were possible to give her inflection, the gentle but beautiful emphasis with which she spoke the words "get ready," and the wonderful effect produced by her pause after "and then." And she said, "I fully believe that he dimly saw the future and decided to do his full part in getting ready, and that if God brought the chance to him that he would accept it. He was called of God to free a nation, as truly as any of the prophets of old were called and inspired for their work."

Then the tenderness with which she said, "He was *so* poor and had such a hard time in making any headway to fit himself for the great work God had in store for him." She spoke of the two little boys who died, and of Robert Lincoln, then the only survivor of the Lincoln family. "When he is gone," she said, "the Lincoln line will end. I believe God intended it so—only one Lincoln, called out of poverty and obscurity to do his great work, with no one to come after him." But that is not quite true, for all who, down through the ages, have given great service for men have had not one, but many successors—not in name, but in the lives of those who have caught their spirit and have carried undimmed the torch that they lighted.

In the schools of America today are the successors of Lincoln. And as Lincoln is held up to their view, they will be drawn unto him, and thus be led to dedicate themselves to the service of their fellow men. They will be inspired to "study and get ready, and then—maybe the chance will come."

* From "Outward Bound," Book V, *Atlantic Readers*, edited by Dr. Randall J. Condon. Copyright, 1927, by Little, Brown and Company, Boston. The portrait of Lincoln drawn by F. M. Rines from the Saint-Gaudens statue in Chicago is also reproduced by permission of Little, Brown and Company. All rights reserved.

I should like to tell you, too, of a visit to Lincoln's home; of the quiet hour we spent there talking with Mrs. Brown, whose grandmother was a sister of Mary Todd. She told us many intimate incidents of Lincoln's life as they had been told to her by her father and mother. She showed us Lincoln's favorite cane and allowed us to hold it in our hands—the one he always carried after he became President. We sat on the sofa where Lincoln and Mary Todd sat when he asked her to become his wife. And she had said yes, though her parents wanted her to say that word to Stephen A. Douglas, who was Lincoln's rival for the hand and heart of Mary Todd, as he was for the presidency. But with deep intuition Mary saw the nobler man, so poor in worldly possessions but so rich in soul qualities. She rejected the one who at that time apparently had the better chance for political advancement, and she accepted the one who was to give his life as a ransom for his people. When he died, Charles Sumner, the Senator from Massachusetts, presented a resolution to Congress:



"That in the life of Abraham Lincoln, who by the benignant favor of republican institutions rose from humble beginnings to the heights of power and fame, they recognize an example of purity, simplicity, and virtue which should be a lesson to mankind, while in his death they recognize a martyr, whose memory will become more precious as man learns to prize those principles of constitutional order and those rights, civil, political, and human, for which he made a sacrifice."

Coming in March

DO YOU KNOW YOUR PUPILS?: *Arthur Dean*

FEEDING THE FINICKY CHILD: *Mabel Johnson*

CHILDREN, MONEY, AND THRIFT: *Ada Hart Arlitt*

EFFECT OF SCHOOL MARKS ON PERSONALITY: *Phyllis Blanchard*

THE MURDEROUS TWELVE (a Boy Scout story): *Horace B. Ward*

The ideals which Lincoln inspired have served to mold our national life and have brought in time great spiritual unity. His words have poured their blessings of restraint and inspiration upon each new generation. In the weaving of our destiny the pattern may change, yet the woof and warp of our weaving must be those inspired ideals of unity, of ordered liberty, of equality of opportunity, of popular government, and of peace to which this nation was dedicated.—HERBERT HOOVER, *Memorial Day address, 1930.*

A Parent-Education Course

PREPARED BY GRACE E. CRUM
Associate Chairman, Committee on Parent-Education

BASED UPON

Character Training

By Charles E. Germane and Edith G. Germane

For Preschool, Grade, and High School Groups

Lesson Six

TO THE STUDY GROUP LEADER

SUGGESTED ROLL CALL TOPIC: "How do you provide for the spiritual training of your children, in your home?"

ILLUSTRATION—A certain family has set apart every other Friday evening for the relating of Old Testament Bible stories, and at the beginning of each evening meal the family repeats in unison a Bible verse, or a member reads some worth while poem. Recently, as his contribution, Bobby, the eleven-year-old boy, read the following lines which he had composed in school for his language lesson:

"The moon reminds me of the Great Creator,
The stars remind me of His watchful servants,
The clouds remind me of the castles in which they dwell."

The school, to some extent, has initiated programs for the character training of our youth; the church is organized for the express purpose of meeting the spiritual needs of children and adults; yet, do you not feel that the fundamental and basic responsibility for the spiritual training of children rests upon the home? Discuss.

CHAPTER X

How the Laws of Learning Affect Character Building

"The main idea to be stressed in Chapter X is that all growth, whether physical, mental, or moral, is determined largely by the working of certain laws. Moral growth is no miracle. The same three laws of

learning which determine the child's progress in his spelling and arithmetic also determine his growth in morals or character traits. It is the daily application of the three laws of learning to the child's many perplexing experiences or life situations which should concern parents and teachers." From "An Outline for the Study of CHARACTER EDUCATION," by Charles E. Germane.

QUESTIONS AND SUGGESTIONS

1. With this lesson we are beginning Section III, under the general heading, "What Constructive Program Might the Home Initiate?" This section answers the questions of Section II. By way of review, summarize briefly the discussion of Sections I and II.

2. Answer topical questions throughout the chapter.

3. A character education program must both prevent and cure undesirable habits; that is, it must "uproot the bad habits and build good habits." . . . "It is the preventive phase, the habituating of certain desirable traits, which receives emphasis in this section." In simple language explain the meaning of "the habituating of certain desirable traits." Page 151.

4. State the laws of learning as given by the author. Page 152.

5. What laws of learning that govern habit formation did the adults apply in Situations 1, 2 and 3 to help them in the solution of their problems? Pages 153-156.

6. As defined by the author, what is character? Page 156.

7. According to the author, what do we mean when we say, "The child is careful and tidy?" Page 157.

8. Relate how you have used the chart to advantage in your home in helping your children to develop desirable habits. Pages 159-160.

9. What law of learning did the principal apply in the case cited on pages 163-164?

10. How does satisfaction in doing a thing help one to acquire more quickly and effectively the desired habit? Page 166.

11. Read aloud and discuss in class, "Conclusion." Pages 168-169.

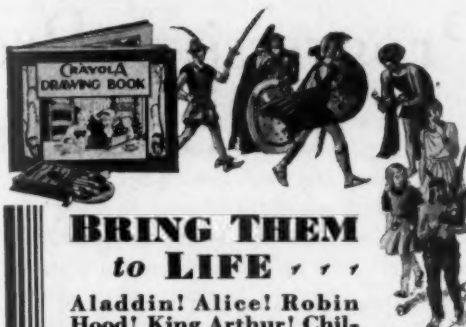
"The conservation of time, strength, and material resources depends upon habit. Not only our ability to make friends and retain them and to fit into community life with ease and satisfaction but also our resourcefulness in getting on with ourselves in peace and contentment are, to a large extent, matters of habit."

"Other incentives than those of satisfaction and approbation must be utilized in habit formation. Reward, praise, blame, and punishment must all be carefully considered in an effort to bring about desirable habits and to develop for the child a personality that will help him to assume responsibility later on in life."

"The important point to bear in mind is that children at birth are without habits, and that the very process of existence necessitates the taking on of various modes of action. Whether these habitual modes of action are to be of a desirable or undesirable type depends to a very large degree upon the training that the child is given." From "Everyday Problems of the Everyday Child," by Dr. D. A. Thom, published by D. Appleton and Company, New York.

"The principle of habit has its limitations. The most obvious is that it works both ways. Bad habits are as easy to acquire as good ones. Habit confirms and establishes disobedience, shiftlessness, bad temper, uncleanness, and discourteous manners quite as readily as obedience, industry, good temper, cleanliness, and courtesy. . . .

February, 1931



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Habit, moreover, makes it easy for one to get into a rut. It makes us contented with whatever we have become used to—which is under some conditions a great blessing, but under other conditions a curse. If we would avoid these limitations of habit, we must observe two counsels that are fundamental. The first is: SUPPLEMENT HABIT WITH IDEAS. Develop within the child a sound, practical judgment as well as a body of habits. . . . Habit and judgment must develop together if character is to be placed on a sound basis. The second counsel is: BUILD HABIT UPON INSTINCTS. Make nature work with you. Appeal to the child's native interests, build upon his instinctive responses. Two ends will thus be attained: The instincts will be directed and controlled; and the habits will be given motive, body, and substance." From "The Training of Children in the Christian Family," by Luther A. Weigle, published by The Pilgrim Press, Chicago and Boston.

Progressive Program Planning in St. Johns, Michigan

BY JENNIE H. BARNES

INCE the adoption in 1927 of the Seven Objectives of Education as the basis of Congress program making, the achievement of programs which will assure a fairly continuous study in the field of each objective has been the goal for the St. Johns program committees. Several years of experience in planning programs which were valuable but which had no definite objective, and two years of membership in a parent-teacher study class, had by 1927 convinced several leaders that some continuous program could be devised. These leaders longed for a program whereby parents in groups, beginning with the birth of their children, might be guided to grow along with them; to get in touch with significant ideals as exemplified in their own school, church, community, state, and nation; and thus become able to cooperate intelligently with all the educational forces enriching the lives of their children.

Years of experience had given to these leaders, also, such glimpses of valuable parenthood information and organization facts at national and state conventions, conferences, and through publications, educational institutions, and libraries as to assure a wealth of material on every hand. All this was awaiting only some logical beginning, some basis of common experience, and some definite course for program planning.

Building on the Seven Objectives

SEEING in the Seven Objectives of Education such a beginning for program building, the program committee's first aim in 1927 was to familiarize the membership and the community with these objectives. For that purpose a program outline for 1927-1928 was planned, incorporating most of the association's previous routine and

projects, and assigning the objectives as topics for discussion in such a way as to link them with local, state, and national interests in the objectives.

September should be devoted to organization work, the closing of the Summer Round-Up, and receptions, and was not included in the plan.

For *October*—when the program based on the Seven Objectives really began—the committee chose "Sound Health." Programs in that month, centering about the results of the Summer Round-Up, the findings of the school nurse, and the experiences of parents and teachers, are easily made progressive, and they also insure early attention to improvement of health habits and conditions before the hazards of winter months begin.

Because Education Week comes in *November*, "Tools, Technics, and Spirit of Learning" seemed to the committee an appropriate subject. In this month St. Johns schools open their doors to parents and community, demonstrate fundamentals of methods, aims, and devices, indicate where parents may make individual or united efforts to cooperate with school plans, and furnish much inspiration to parents to continue their own education companionably with teachers and children.

For *December*, month of vacation time, of the dedication of the thoughts, talents, and activities of all to increasing the happiness of others, the subject is "Wise Use of Leisure."

January, the month of beginnings, stock-taking, personal surveys, and resolutions, has for its subject "Vocational Effectiveness and Economic Soundness." Programs for this month may gain much from the impetus of National Thrift Week.

For *February* the committee appropriately chose "Faithful Citizenship," for this is the month especially dedicated to remembering the founders of our organization and the first citizens of our country. By building each February program on what has been accomplished in previous years, a study of citizenship may be shown so clearly outlined that the whole community may become aware of the great significance of persistent example and precept in law observance, courteous consideration for others, teamwork, and mass cooperation.

To *March*, the month of Lent and Easter, belongs the topic, "Ethical Character." In cooperation with the churches, and with the character-building organizations, Boy Scouts, Girl Scouts, and Camp Fire Girls, parent-teacher committees may most effectively take advantage of the general trend of public thinking.

For the *April* topic the committee has found "Worthy Home Membership" exactly suited. Not only does "Better Homes Week" come during that month, but also the Summer Round-Up campaign begins. Mothers, the home makers and first teachers of children, may then take a major part in "Better Homes" programs which summarize the year's gleanings, and show what modern homes, cooperating with schools and churches, should mean to their members and to the community.

With the Seven Objectives of Education distributed as indicated above, the committee assigned to the months of *May* and *June* the May Day Health activities, the installation of officers, and the final organization work.

Effect of This Program

THE adoption of this program outline had an immediately stimulating effect upon the executive committee. Confronted by this definite, challenging plan, the committee began searching for ways to insure its success by providing literature and devices for leadership training. An immediate survey of the association's history, of community needs, and of helpful literature from national and state congresses, together with

the active support of the teaching force, convinced the committee that, in addition to familiarity with the Seven Objectives, the year's programs should direct the thought on the Seven Objectives not solely to school education, as was originally designed by the National Education Association, but toward the point of view of the home makers. Consequently, as an experiment, the respective groups of members in each of the organization's four schools in St. Johns were designated home makers' classes.

During the first year, 1927-1928, the work of these classes justified the experiment, for not only did their leaders and many members become familiar with the Seven Objectives, but also they became familiar with the ten ideals of a modern home as listed by Lita Bane; and these were adopted to illustrate the point of view of the home:

"A modern home should be physically healthful, mentally stimulating, socially responsible, economically sound, mechanically convenient, artistically satisfying, spiritually inspiring, founded on mutual affection and respect, a place of unselfish love and service."

The Plan Progresses

THE next year, fortified by the experience of one year's use of the plan, the program committee recommended for 1928-1929 the same program outline with certain changes which looked forward to a reorganization into four parent-teacher groups, one for each of the schools. The subject chosen for this year's programs was: "The Ideals of a Modern Home." A calendar was made, together with a program pattern for the various groups which met on successive weeks.

The executive board, anticipating support of these plans, had already increased the supply of books on the Parent-Teacher Shelf, supplied files of national and state literature, and added Butterworth's "Parent-Teacher Associations." The inspiration resulting from a generous distribution of Handbooks among executives began to manifest itself in requests for parliamentary

drill, and in written reports of committee plans and accomplishments. In this manner the board was being impelled toward a greater service than had yet been possible for the program committee—the formation of a city council.

Considering that this second year's use of the program outline had been the first real test of a seven-objective program, the president and the program chairman met each week for several months with the four vice-presidents—who had charge of the four school groups—and their program chairmen in turn, to plan future programs true to the progressive idea, true to the requirements of a parent-teacher program, and true to the needs of the school, the children, and their parents. To continue the interest won by homemakers' classes the first year, the ten ideals of a modern home were used when possible for slogans in these programs, and sometimes were matched with ideals of church, school, and community. Thus month by month the program outline was filled in for every school, with a few joint meetings planned to interest all.

Further assurance of making this year's program a real beginning was provided by getting publicity chairmen to make each month a faithful report of the main program points for newspapers; by running a careful account of program purposes and results in the cooperating high school paper; and by filing all the committee reports and published accounts.

Waves of a growing attendance and a slowly increasing membership roll gave evidence this year that persistent effort, properly directed on a worth while plan, must produce an effect.

The work of 1928-1929 included not only this experiment of carrying on seven-objective programs in four schools on successive weeks under one organization, but also, toward the end of the year, the reorganization into four parent-teacher associations and one preschool group, united in a city council.

The council adopted the program outline, revised to cover the needs of all units as well as of the council.

A School of Instruction

ONE item of the council plan in the revised outline was a new venture, a "school of instruction" for county, as well as for local, leaders and members. In this school the program committee saw a new opportunity to test the value of the seven-objective program, and to give it greater local significance. Accordingly, on the invitation of the committee, Dr. Jessie Charters, of the Ohio State Department of Education, already familiar with the purpose and history of this program experiment, gave an address at the school of instruction in September, entitled, "Progressive and Effective Programs." Copies of the St. Johns program outline were here distributed and discussed, and with them a program pattern.

Later, a leaflet including explanations and a chart of the St. Johns programs was prepared by the council president and Dr. Charters, and mimeographed copies were distributed to the members of the associations.

Variations Possible

IT was not the intention of the council in recommending the adoption of this outline to bind any unit to the suggested sequence of objectives. It is possible that the best interests of school, unit, or community might demand rearrangement or the omission, temporarily, of one or more objectives, for some more pressing activity.

Whether programs as planned in St. Johns will always assure the progress of a well-planned scheme, or whether they will often be varied by expediency or diverse opinions on actual needs, remains to be recorded. Already much profit has come to the group from this purposeful planning. The recurrence of programs classified according to the Seven Objectives has not only helped to clarify and organize the thinking of parents and teachers on life's values for children, but has also added new interest in parent education, school work, the work of the National Congress of Parents and Teachers and of the many agencies working with it.

The close of the year 1929-1930 found the leaders of units carrying out their tasks with the assurance which comes from participation in a useful enterprise. Several committees charged with making programs for the new year submitted their programs for approval early in the summer. Others reported work well started. The council program committee's report of its plan for 1930-1931 has been matched by the activity of the Summer Study Class, which not only studied the Congress text book, Mason's "Parents and Teachers," for six weeks in July and August, but also presented itself to the council study class chairman as a voluntary parent-teacher class for 1930-1931—to follow the weekly broadcasts by the Michigan State Congress from the University of Michigan during that period; and to continue their survey of local needs in home, school, church, and community.

It is with deep regret that we learn, just as we go to press, of the death of Mrs. John T. Fisher, President Tennessee Congress of Parents and Teachers.



In Memoriam

Mrs. E. Elmo Bollinger

Secretary of the National Congress

MRS. E. ELMO BOLLINGER, of Kingman, Arizona, died suddenly at Winslow, Arizona, on November 29, 1930. The news brings great sorrow to the members of the National Congress which she was efficiently serving as secretary, and to thousands of Congress workers and friends in Arizona and throughout the United States.

Mrs. Bollinger was young, highly trained, and gifted. She was educated in the schools of Missouri; held the degrees of A.B., B.S., and A.M. from the University of Missouri, and was a member of Phi Beta Kappa Society. She taught Greek and Latin for two and a half years in the high school at Marshall, Missouri.

As soon as her boy entered school Mrs. Bollinger helped to organize a parent-teacher association in Kingman. From 1925-1928 she was president of the Arizona Congress. At the close of her presidency she was elected secretary of the National Congress.

Mrs. Bollinger leaves a husband, E. Elmo Bollinger, who is an attorney, and one son, E. Elmo, Jr.

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OUT AMONG THE BRANCHES



EDITED BY BLANCHE ARTER BUHLIG
372 Normal Parkway, Chicago, Ill.

WASHINGTON

A Japanese Association

THE Thomas Japanese Preschool Association of the state of Washington was organized in May, 1928, to take care of the Japanese children from three to five years of age whose parents are busy in the fields of the White River Valley. A school is maintained nine months of the year, with a vacation period during December, January, and February when the mothers of the children are not working in the fields, and are at home sewing.

These industrious farmers of the White River Valley pay for the kindergarten teacher to care for their tiny tots and for the transportation of their children to and from school. Children from the towns in the valley, Kent, Auburn, Thomas, Orilla, and O'Brien, are picked up each morning and returned to their homes each night, the bus covering sixty miles each trip.

The schoolyard is made attractive to the children with its slides, kiddie cars, and other school-grounds equipment. The school building was recently enlarged to accommodate the fast-growing school.

A moving picture of the school children was taken and shown at the close of the school year, when parents and friends were present. The children's delight at seeing themselves in the movies was shown by their calls to each other, "I see me!" "See me!"

This group of Japanese parents claims to have organized the first Japanese Parent-Teacher Association in the United States.—
MRS. JOHN G. RHODE, Box 316, Auburn, Washington.

GEORGIA

A Greek Association

To Atlanta belongs the probable distinction of having the first Hellenic parent-teacher unit in the United States. The officers were installed Sunday afternoon, November 16, 1930, in the Greek Church with impressive services, by Mrs. R. H. Hankinson, president of the Georgia Congress of Parents and Teachers. The newly elected president, Mrs. C. D. Virgil, says that the association will endeavor to be of the greatest assistance to Greek children and teachers in the Atlanta schools.

TENNESSEE

One-Room School P. T. A.

Last year a small primary school in the tenth congressional district of the state of Tennessee, a one-room school with one teacher teaching the eight grades, secured thirty-seven members for its parent-teacher association. Situated in a widely scattered community with about fifteen per cent of its membership tenant farmers, with the treasurer living three miles from the school, the Shorts Academy stands a "lone sentinel" on a cross road.

During last year (1929-30) this parent-teacher association bought forty-three good books and a new Standard Dictionary for the school; purchased individual drinking cups for the entire school to use at the pump, and also observed Girls' Week, Health Week, Fathers' Night, and Founders Day.

(Continued on page 378)



Where did he learn this valuable lesson

A valuable lesson indeed—the lesson of cleanliness! Something that can't be learned too soon—nor too thoroughly.

From whom do the youngsters learn it? From teacher? From mother? The answer is: "From both of them." Here is a problem, an opportunity, that is shared jointly by parents and teachers.

Would you parents like to know how you can cooperate more fully with teachers? Would you teachers like specific suggestions as to how you can instill a desire for real cleanliness? . . . how

?

you can secure greater cooperation from parents?

Then you should send for this new leaflet, *Publications for Schools* . . . A descriptive list of all our literature and publications dealing with cleanliness training in the school and home. So new that its ink is scarcely dry.

We suggest that you use this as an opportunity to "get acquainted"—to learn of the many services Cleanliness Institute offers.

The leaflet, of course, is free. Use coupon below.

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Name

Street

City State

(Continued from page 376)

Giles County, in which Shorts Academy is located, is the only county in the tenth congressional district with a County Parent-Teacher Association Council. Through the efforts of this County Council a full-time health unit was secured.—MRS. J. T. KENNEDY, Chestnut Hall Farm, R. F. D. 1, Pulaski, Tenn.

ILLINOIS

Successful Membership Drive

The parent-teacher association of the Emerson School, Bloomington, Illinois, increased its membership from one hundred to over two hundred this past year by using a poster in each room of the school representing the parents of the children joining the association.

The teachers were asked to plan the posters for their own rooms. Pictures from magazines, cut-outs, and other devices were used to convey the idea of "members wanted."

Grade 1A-2B used a poster with the picture of the school at the top, under which was written, "Have Your Mother and Dad

Joined the P.T.A.?" In the space below this caption each child, when his parents' dues were paid, pasted a picture of himself and added his own comment, such as "Whoopie! I'm glad my mother and dad belong."

One room pictured two children on a teeter-totter and added figures for their parents as they joined. Mirth was added by picturing stout folks as slim, and grandpas with college figures.

One large pennant represented the P.T.A. around which smaller white pennants bearing the parents' names were placed.

In one room the pupils cut out heads to represent the heads of their parents and colored them appropriately. The baby-doll and collar-ad types that resulted were a source of amusement to the parents when the posters were on display.

The membership and poster contest lasted four weeks. At the close of the contest the posters

were displayed, prizes for one hundred per cent rooms were announced, and a meeting honoring the new members was held.—EUNICE W. PUMPHREY, Emerson School, Bloomington, Ill.

WANTED
By this Department Editor
by February 15, 1931,
Accounts of
Rural P. T. A. Activities
for the
May, 1931, CHILD WELFARE



Posters for Membership Drive, Emerson School, Bloomington, Illinois

NEW YORK

Nature Study Contest and Group Teaching for Piano

Grade School No. 8 Parent-Teacher Association of Kingston, New York, held a Nature Study Contest among the pupils of the school last summer. The rules for the contest were given by the state recreation chairman.

Each child was allowed to select his own topic for nature study and to develop it according to his individual ideas. A prize of one dollar was offered to the pupil producing the best work in his room, and a prize of five dollars to the one judged best in the entire school.

The five-dollar prize was awarded to a boy who had made a clever birdhouse. Other "studies" were butterfly collections; flowers from the pupil's backyard, pressed and neatly mounted in a book; the history of the wasp and the locust; the history of a cocoon and butterfly; a piece of cork with its history; a book named "The American Flower Garden," in which were mounted colored pictures of all of America's flowers; a snake skin with an account of the actions of the snake at the time of shedding its skin; a collection of twigs mounted on a board, each twig labeled with the name of the tree. Little children brought small bouquets which were given serious consideration.

* * *

The parent-teacher association of the F. B. Morse School, in Poughkeepsie, is sponsoring group teaching of the elementary fundamentals of the piano. Four classes of ten pupils each are held on four different days from 7.45 to 8.45 A. M. with a prominent music teacher in charge. Each pupil is seated at a clavichord and the teacher is at a piano. It is a two-year course. After ten lessons have been given there will be a public demonstration or recital. No individual instruction is given these pupils. The aim of the association in sponsoring these group lessons is to give every child an opportunity to express himself in music, to discover musical ability, and to foster intel-

ligent enthusiastic appreciation of music.—
MRS. W. R. ANDERSON, Publicity Chairman, Central Hudson District, Kingston, N. Y.

NORTH DAKOTA

Good Team Work

The cooperation of the high school faculty and parent-teacher leaders of Minot, North Dakota, is shown in the school's system of registration cards. Five cards are used for every entering pupil, four of which are for the use of the school. The fifth is given to the membership chairman of the parent-teacher association, and states whether the pupil's parents are members of the association, as well as giving the name and address of the pupil.

At Neche, North Dakota, the village built a skating rink and the parent-teacher association built the warming house for the use of the children.

SOUTH DAKOTA

Vocational Education

The Council of Parent-Teacher Associations of Aberdeen, South Dakota, cooperated with the Board of Education in bringing a teacher from the Federal Vocational Bureau of the Office of Education, Washington, D. C., to conduct study classes for mothers during December and January.

Last year this council succeeded in having an ordinance passed prohibiting the sale of objectionable magazines at all newsstands.

NEBRASKA

"The Family That Plays Together Stays Together."

Based on the principle that "The Family That Plays Together Stays Together" the Nebraska Congress of Parents and Teachers entered into a summer recreational program last June that has lasted through the year and will be continued during the summer of 1931.

The week of June 22-28, 1930, was designated "Home Play Week" by the state recreation chairman. The slogan "The Family That Plays Together Stays Together" was used to emphasize and motivate the activity.



*An
Inexpensive
Backyard
Playground
in
Nebraska*

An appeal was sent to all district presidents of the Nebraska Congress asking for their cooperation in this project. This appeal was followed by a similar one to county presidents and to the presidents of city councils and parent-teacher associations in the larger communities of the state.

Suggestions for observing "Home Play Week" were printed in the May and June issues of the *Nebraska Parent-Teacher*, and since this is received by every member in the state, the suggestions reached approximately thirty thousand people. A radio talk was given by the state recreation chairman during this week on "Home Play" and contained suggestions for games, handicrafts, and accounts of what Father and Mother could do to make the playtime of their children more interesting.

The reports from city councils, Congress units, and community groups showed that the observance of "Home Play Week" extended its influence throughout the summer and the winter months.

One city council president reported that her city could not hold its "Home Play Week" during June because of a scarlet fever epidemic. It did hold one during July, although it was vacation time. Grade school children participated in recreational activities on their school grounds under the

direction of the parent-teacher leaders. Instruction in wood sawing, folk dancing, and many recreational activities was given. A preference for construction work rather than for games was a surprise to the sponsors of the "Home Play Week."

One council reported a picnic for parents and children and a gathering of young mothers and their children in a city park for play, games, discussion, and lunch. Another city council, located in one of the larger cities of the state, reported it had published daily game suggestions in the newspapers of the city.

One mother reported that she made every week during the summer a "Home Play Week" for her family by planning different play activities, such as fishing and hunting in the hinterland, a home-made miniature golf course, track meets among the children of the neighborhood, and even a water fight.

Inquiries concerning "Home Play Week" during the summer of 1931 began to reach the state recreation chairman as early as November of 1930, showing that the project filled a need felt by parents, also that parents welcome suggestions which aid them in making the home the center of the family's leisure-time activities. — MRS. FRED R. EASTERDAY, State Recreation Chairman, 2850 Manse Avenue, Lincoln, Neb.



Betty would burst into tears when we forced her to drink her milk



**...but we found a way
to make her love it**

"Every day it was the same story. Betty refused to touch milk. When we forced her, she would sometimes burst into tears.

DELICIOUS HOT

"And how she needed milk! She was much too thin, and growing fast!

"A neighbor told me she had had the same trouble with her children until she began mixing their milk with Cocomalt. I got some Cocomalt that day, and I've been giving it to Betty since. How she loves it! And it's doing her the world of good; she's lost that scrawny look and there are roses in her cheeks now!"

Children love Cocomalt. And how they thrive

on it! Cocomalt contains *extra* tissue-building proteins, carbohydrates and minerals. It adds 70% more nourishment to milk—almost doubling the food value of each glass.

Contains Vitamin D

Cocomalt contains Vitamin D, the same element produced by summer sunshine—so valuable in building strong bones and teeth.

Special trial offer—send coupon

Cocomalt comes in powder form, ready to mix with milk, 1/2 lb., 1 lb., and 5 lb. family size. High as Cocomalt is in food value, the cost is surprisingly low. At grocers and leading drug stores.

Or mail this coupon and 10c (to cover cost of packing and mailing), for a generous trial can.

Cocomalt

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R. B. DAVIS CO., Dept. L 2, Hoboken, N. J.

I am enclosing 10c. Please send me a trial-size can of Cocomalt.

Name

Address

City State

February, 1931



BY WINNIFRED KING RUGG

ERNEST R. GROVES and Phyllis Blanchard have paved the way for other writers by producing such a work as their *Introduction to Mental Hygiene*. The history of mental hygiene, a term now so familiar, is of comparatively brief duration. In 1908, Clifford Beers, a Yale graduate, who had been a patient in both private and public hospitals for the insane, published a book telling of his experiences in these institutions. With the recovery of his health he determined to devote himself to rousing interest in the prevention of mental disease. The next year, the National Committee for Mental Hygiene was organized, and this was soon followed by state organizations for the same purpose.

Although at first the work was directed largely toward the care of the insane, it has now reached an immeasurably greater scope. It has come to include delinquency, education, marriage and parenthood, and industry in their mental hygiene aspects. It bases its hope of greatest achievement upon mental guidance for children. "Childhood," said Dr. William White, "is the golden age for mental hygiene."

Introduction to Mental Hygiene is one in the American Social Science Series, under the general editorship of Howard W. Odum. Drs. Groves and Blanchard have written their book for the college student and for the general reader who wishes to apply himself to a study of the subject. Each chapter concludes with suggestions for classroom discussion and written reports, and with a long list of supplementary readings.

Elizabeth Miller Lobingier and John Leslie Lobingier, authors of *Educating for Peace*, believe that securing permanent peace is not a task for politicians and statesmen, but for parents and teachers, church workers and good citizens everywhere. Mr. and Mrs. Lobingier look upon

world peace as primarily a matter of education. Out of full minds and long association with their subject they have written simply and informally about the ways and means of inculcating a working conviction of the necessity for world peace. This means, for instance, that in the home parents can keep their children from hearing members of other races criticised, from seeing films that make war attractive, from reading books of a spread eagle type. In the school one important way of fostering world-mindedness is through the quiet influence of an atmosphere conducive to that end, an atmosphere contributed by a teacher wholly in sympathy with the idea.

As for the church, peace education is, in the belief of these writers, preeminently one of its responsibilities.

But the book is not so much an argument for world peace as a clear outline of methods for teaching it.

• • •

Growth and Development of the

Young Child, by Winifred Rand, Mary E. Sweeney and E. Lee Vincent brings within the compass of a single modest volume a report of modern findings regarding the physical and mental growth of the child, together with some directions as to the way in which these findings can be used in training for parenthood. Perhaps on account of the need to condense and say much in few words, the writing lacks ease and simplicity, but the book is not beyond the grasp of any person of average intelligence who seriously desires to take it in. Rather more attention is paid to the physical than to the mental growth of the child, doubtless because a knowledge of his physical needs is the first requisite in his care. The book is somewhat technical, designed for careful study, section by section, as a text-book for individual mothers or by classes in parent education. The three authors are associated with the Merrill-Palmer School in Detroit.

"Introduction to Mental Hygiene," by Ernest R. Groves and Phyllis Blanchard. New York: Henry Holt and Co. \$4.

"Educating for Peace," by Elizabeth M. Lobingier and John L. Lobingier. Boston: The Pilgrim Press. \$2.

"Growth and Development of the Young Child," by Winifred Rand, Mary E. Sweeney and E. Lee Vincent. Philadelphia: W. B. Saunders Co. \$2.75.

For the information of those interested in kindergarten and primary education, mention should be made of the Office of Education publication, Bulletin, 1930, No. 26, *Teachers' Guide to Child Development*, a manual for kindergarten and primary teachers. The *Guide*, based on the study of the California curriculum commission, is the first attempt to suggest activity-motivated kindergarten and primary work for an entire state. It may be obtained for 35 cents, from the Superintendent of Documents, Government Printing Office, Washington, D. C.

• • •

Babson Institute issues a series of large, illustrated *Character Posters*, about 125 in number. They come in a wide range of character-building subjects and are intended for display in schools and Y. M. C. A.'s. According to the plan of service, a different poster will be received each week, to be displayed in a conspicuous place. For terms apply to Babson Institute, Babson Park, Mass.

More Adventures of the Fink Family

(Continued from page 343)

had the whooping cough, almost too young then to have remembered her, Grandma came. I don't know what we ever would have done without Grandma."

"How would you like to get me a glass of water, Phyllis?" her father asked. "Better get a pitcher full and some glasses on a tray. The rest may be thirsty, too."

Phil was all set to go, but Phyllis was too quick for him.

"Surely, Daddy, I will get it," and she happily tripped off.

"Thanks, my dear," her daddy said. "Don't you think, Grandma, we have a fine young lady?"

"Yes, indeed."

Phyllis proudly smiled. Phil did not.

Mother Fink made her feel a little worse and him a little better by adding, "I wish she would always be like that."

Phil ran to fetch his report card, but before he found it Mother Fink reminded both children that it was bedtime. Phyllis was the first to go. Phil lingered. After Father Fink had told him many times to go, he gave his final command in a yell. Phil sensed the danger and went, too. Phoebe had been sleeping for an hour.

Before Father and Mother Fink retired

they talked over a plan for teaching Phil and Phyllis to send themselves to bed each night at a regular hour by the clock.

"I believe it will work, Mother," said Dad Fink.

"Yes," she replied, "I believe it will. I'll lock the door, Andy, if you'll look after Fido."

(To be continued)

Does It Pay?

(Continued from page 362)

association doing its best to increase it, so that as many boys and girls as possible may complete their school education?

Whether you wish to start a fund in your grade school, in your high school, through your council or through your state congress, the state chairman—the national chairman, in case there is no state chairman—will be glad to advise you.

Let us all remember our obligation to the children who are financially handicapped. "Money invested in children, your own or your neighbor's, bears civic interest forever."

The Question Box—Mrs. Cope Answering

(Continued from page 367)

harm in it. There is, however, something else to think about:

Children should consider it a privilege to perform certain tasks in the home. Love and a desire to help should be the motive for doing home duties. Labor should be maintained on a dignified basis, and the place to begin is in the home.

If work is assigned to a child as a means of punishment or because he has lost a game, then a wrong attitude is created in his mind in regard to work and he forms a dislike for it. This must be carefully watched. You might all wash the dishes together immediately after the evening meal and then play the games. Why not adopt the slogan, "Let us all *work* together and *play* together."

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PRESIDENT HOOVER'S COMMITTEE EMPHASIZES "Availability of good reading matter for children"

*Extract from Report of
Committee on Reading for
Children, at White House
Conference on Child Welfare:*

"The development in every child of a permanent and desirable habit of reading should be the prime objective of the teaching of reading and English literature in the schools.

Parents should be made aware that theirs is the chief responsibility for stimulating an interest in good reading and for making books available in the home.

All methods that stimulate children's reading and create appropriate habits of reading should be studied and used intelligently and persistently by librarians, teachers, parents, and all adults interested in child education and welfare.

In conclusion, the Committee repeats that the problem of promoting good reading among American children is, above everything else, a problem of making good reading matter accessible."

● "Our children must be prepared to meet entirely new contacts, new forces—they must be physically strong and mentally braced to stand up under the ever-increasing pressure of life and its many complexities."

● In these words President Hoover addressed the White House Child Welfare Conference in Washington, November 19, 1930.

● At this conference, the Committee on Reading for Children emphasized the need of making good reading matter available in the home.

● We agree with President Hoover's Committee . . . and we believe that the child who forms the good-reading habit early in life has greatly increased his chances for a successful, happy and useful life.

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March, 1931